

## Conference notebook

### Northern nostalgia

There are three things to be said with confidence about every North of England Education Conference. The first is that, like all long-lived and prestigious annual events, it will be pronounced not as good as it used to be. The second is that few will care because of the wave of nostalgia washing around returning northerners. Third, the weather will be bad.

All these predictions came true in Durham last week.

If it snows up here in the first week of the year, it won't let up, said Professor Ted Wragg, who, after a Sheffield schooling and Durham University, sends himself up as a professional northerner. So, after two inches of freezing snow on the first night, he left while the going was good. As soon as he had finished his speech on the curriculum in the year 2000, widely acclaimed as the witliest of the conference, he caught the next train back to exile in Exeter.

The Conference president, Sir Derman Christopherson, was not so cautious. In spite of 12 years northern experience as vice-chancellor of Durham University before going to Cambridge a year ago to be Master of Magdalene, he slipped over in the snow, smashed his spectacles, and turned up to hear Mark Carlsie's speech the next morning with a real shiner of a black eye.

But the mishap did nothing to dim his pleasure at being back in Durham—or his flow of reminiscence. One of his best anecdotes concerned the time when he was driving home after a convivial evening with a group of undergraduates and, much to his alarm, was stopped by the police. "This is it," he thought, as embarrassing shock horror stories flashed through his imagination. "Vice-Chancellor up before Magistrates." The reality was more dramatic but less alarming. The police did not want to breathalyse him, but to search his boot for escaped convict John McVicar, at that time believed to be on the run in the city.

Another Durham man who returned last week in the reflected glory of Mark Carlsie, his private secretary, was Peter Shaw, who graduated 10 years ago. Sir Derman did not recall him as a student. "But the trouble is that students get these private secretary jobs to spend their leaving university," he confessed.

"Once I went on a deputation to the Minister about school grants, and thought this girl I recognized in the room was still one



Sir Derman Christopherson: a real shiner.

of my students, until they explained she was on their team now."

Anecdotes apart, one of the more interesting controversies at the conference came in the wake of the prediction in his speech that there would be a shortage of primary teachers within 10 years, since he believed that the pool of former teachers that the DES is relying on as a reserve was moving into other professions.

At least one of the other speakers, Dr Harry Jude, Director of Oxford University's Department of Educational Studies, agreed with this diagnosis. But reports of the speech provoked the DES into a swift search of its own files to arm the Secretary of State with counter ammunition when he arrived in Durham two days later.

"The DES doesn't accept Sir Derman's belief in a shortage in 10 years' time," said Mark Carlsie, "the safety margin is very big." This view was immediately modified by the senior DES man present, who murmured about unexpected changes in the technology wastage being the most serious risk.

ference, as a good administrator, for the stony road of virtue.

Most of his audience were clearly bent on the easy, primitive path, having suddenly discovered the virtues of parental choice at a time of political swings and fallout.

"What am I doing about falling rolls?" asked one director of education. "Waiting for them to stop." Another hoped to get school mergers and closures through before the Education Bill forced his authority to appoint individual (and vocal) governing bodies for the first time.

Durham County Councillor G. W. Terrans had the last word about school closures when he claimed the final session. "We went into one old school we thought we'd have no trouble closing," he said. "By the end of the evening you'd have thought we were closing Buckingham Palace. It was as though the Third World War had broken out."

Will Professor Brailish be able to offer the ultimate deterrent when his research at Sussex University is published this spring?

### Stealing the show

The lingering feeling that the North of England conference was not living up to its reputation—perhaps in terms of attendance as much as any new message from the speakers—was pointed up by the press coverage given to a mere upstart of a conference.

Michael Marland's Sex Differentiation conference at Cambridge threw up the ideas that stole the most interesting headlines. It was, however, at some considerable cost, since he ran it himself without an organization, such as a local authority, to back him, and had to hire people to help with the typing and administration.

Partly as a result of this, the three-day conference cost nearly £160,000 in fees and £75 for board and lodging—compared with a total cost of about £20 for three days at Durham. Although 150 people managed to swamp up the cost, 325 more wanted to go but could not afford it.

Michael Marland himself made a personal loss of nearly £1,300. So where did all the money—more than £20,000—go? Not, as was first thought, on ferrying a team of top American child psychologists across the Atlantic for the occasion.

The Ford Foundation paid for that. Nor on large fees for speakers and working party leaders. The former not £150 (compared with \$1,000 for a similar conference in the United States) and the latter a mere £50. No, one of the clues to the mystery can be found in the charges levied by Chesham College: £15 per person per night.

In Churchill's case, these charges are probably in line with Oxbridge colleges' time-honoured custom of using conference-goers to subsidize the Fellows' club. But they could point the way forward for other



I think he's read that bit about preparing us for all aspects of life.

Institutions seeking to minimize the effects of Mr Carlsie's cuts, let out for conference fees in the figures at institutions with a proportion of overseas students.

### Any comment?

It is one of the capricious laws of journalism that the items which are most fun to read are often the hardest to provide. So it is with No Comment feature. It is consistently popular, but not easily usable entries are sent in. We are therefore prepared to encourage participation by offering a prize of £5 for all published No Comment. The genuine article should probably have appeared in public form (since word of mouth is a reliable, but will not be just a misprint. These can happen to anyone. Please send entries giving place and date of publication, and your own name and address, which the prize can be sent.

### Next week

■ "An educational system designed to produce equality is a kind of anti-education." Paul Johnson says we should have a greater variety of schools and universities, each with its own identity and vision of excellence.

■ A fair press? Adam Hopkin analyses newspaper treatment of ILL's secondary survey.

■ Educating the boat people? Angela Newstead finds their workings in policy and practice.

■ Roy Fuller on television.

■ Marghanita Laski on Rabelais.

# THE TIMES Educational Supplement

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St Mathias primary school: taking its fight to the top.

## Big squeeze on student places expected

Students in the 1980s will be faced with much keener competition when applying for places in higher education. Because of the Government's radical

rethink their choice of subject may also be limited by ministers' desire to see courses geared to national needs. Patricia Rowan reports.

### Sixth-formers face stiffer competition

Major shifts in the Government's higher education policy mean that future students will face more competition for places and that their choice of subject may be limited. From now on, numbers will be restricted by financial decisions and this is already leading to greater competition for places, particularly in the more popular university courses. There is also increasing pressure from ministers and civil servants to bring subject choice more into line with national need.

The Government has presented the restriction on entry numbers in 1980, imposed by level funding, as being in line with the downward curve in participation of entrants under 21. But this week the DES has revised its relevant figures for the last three years, showing that the fall-off may be slowing down. The figure for British entrants goes up from 107,000 to 108,000 for 1979, which means that level funding for 1980 will be raised slightly because it will be calculated on that figure. This will mean a participation rate of 12 per cent for 1980, instead of the 11.8 per cent of the Secretary of State, Mr Mark Carlsie, quoted at the North of England conference.

It has not yet been decided whether level funding will continue beyond 1980-81, since this is the second of three options currently being deliberated by the University Grants Commission and the Government. The rest of the DES figures in the table are based on the assumption of level numbers and level funding and make it clear that, on this basis, the enforced participation rate must be at its lowest in 1982 when the size of the age group is at its peak. The matter of subject choice in higher education has been obscured by the row about money and overseas students although Dr Rhodes Bosson has made it clear that he prefers some link between degree choice and subsequent jobs, preferably a job in the national interest. However, it is now becoming clear that senior officials in the DES are also keen to come up with the broad guidelines on subject priorities that Mr Christopher Price's Select Committee has been asked to look into.

Year	1978-79	1979-80	1980-81	1981-82	1982-83
British entrants	107,000	108,000	108,000	108,000	108,000
Overseas entrants	10,000	10,000	10,000	10,000	10,000
Total entrants	117,000	118,000	118,000	118,000	118,000
Participation rate	11.8%	12.0%	12.0%	12.0%	12.0%

What could be done about eliminating duplication or waste in university courses is not clear, though the information could be used to withhold approval of new—or existing—courses in colleges of higher education. As far as the UGC is concerned, the forms were designed to give information on the distribution of resources, and the question of subject balance is overshadowed by the loss of income from overseas students.

### Birthrate jump takes experts by surprise

An increase in births was expected this year because of a rise in the numbers of women of child bearing age. But in 1978 a 5 per cent increase showed up in the birth figures and this was attributed to the fact that a larger proportion of women—particularly those aged between 30 and 39—had started having babies. Figures released this week show that the birth rate has continued to rise, and government statisticians now believe they will have to revise their estimates by up to a quarter of a million.

The increase seems to have continued in 1979, though there are signs that the rate of increase may now be slowing down. Births registered by the end of 1979 were nearly 7 per cent up on the year before, though the rate of increase for the second half of the year was only about 4 per cent. Increases in the numbers of illegitimate births to young girls also contributed to the higher birth figures. Between 1977 and 1978 the numbers of children born to unmarried 15 to 19-year-olds went up by over 1,500 to 21,643 and the proportion of unmarried girls of this age giving birth rose from one in 86 to one in 81.

### Primary goes to High Court over closure

by Diane Spencer

Managers of a small East London primary school are taking the Inner London Education Authority to the High Court on Monday in a fight to stop their school closing this summer.

The ILA issued Section 13 notices last November on St Mathias Church of England Primary school in Bethnal Green. In December, the managers were given leave by the court to apply for an order preventing the authority from proceeding with the closure. On Monday, the managers will seek a judicial review which could lead to the ILA's decision being overturned.

Counsel for the managers will claim that the authority reached its decision *ultra vires* and that it has failed to provide the managers with enough information on which to base their objections, failed to consult them properly, and failed to give them sufficient notice of the closure.

The ILA based its decision to close St Mathias mainly on falling rolls, poor promises and an inadequate site. St Mathias school was built in 1873 and is sandwiched between the notorious National Front stamping ground of Brick Lane and a model Greater London Council housing estate. It is flanked on one side by derelict land. At present 80 children aged between four and 10 go to the school. It has a staff of three and a headmaster, Mr Anthony Pearson-Clarke.

About 10 per cent of the pupils are immigrants and most children live nearby. However, several pupils who moved from the area prefer to travel long distances back to Bethnal Green rather than go to schools near their new homes. One girl travels in from Waltham Abbey, a journey of more than an hour.

Mr Pearson-Clarke, who has been head since 1965, firmly believes that a small school in an urban area can be viable. "As far as I know there has been no research done on the most effective size for a school on educational grounds," he says. Ironically, although threatened with closure this year, St Mathias numbers have steadily risen since 1974 from 48 to 80. However, as 12 are under statutory school age, the ILA does not include them in the total.

## This week

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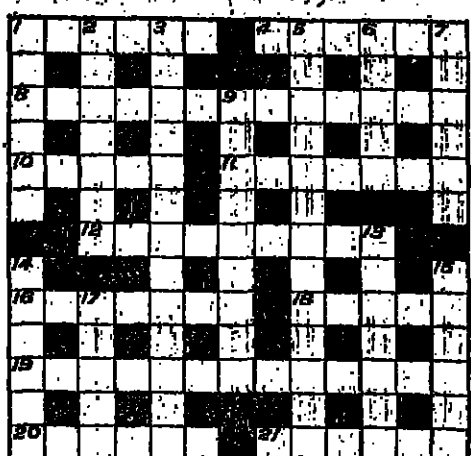
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### Crossword No 1,170



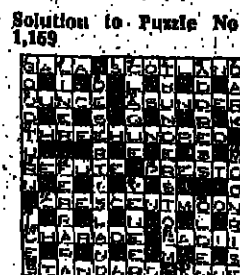
#### Across

- Advertisements for 16 A venerable his absence in the (7).
- In which love meets 18 in this can Ameri- (6).
- Means of domestic (15).
- Mechanical eccentric (13).
- Musical dimwit (7).
- Almonds in this mis- (9).

#### Down

- Remove the conduct and take it away (6).
- Do metric sailors make it 39 in 7 (7).
- Also an original fellow (8, 5).
- No doubt such trans- (6).
- Lowest of the low (5).
- Necesses for the (6).
- Explosive concomi- (6).
- School play trou- (7).
- One can reckon on a (6).
- Their classical home (6).
- Cleave over to the (6).

#### Solution to Puzzle No 1,169



### Maths teaser

#### Word chains

The word chain, in which one letter is added at each stage, O—OF—TOP could be represented by the clues:

- Bank balance, neither in the red or the black.
- A number invariably follows it.
- Spinning apex.

#### More puzzles for you to solve:

1. Oval numerical symbol.
2. Truncated Hebrew Scriptures.
3. Scrap.
4. Four-fifths of forty.
5. Scottish flock.
6. The first unplaced runner.

#### 5. Floating luxury hotel.

#### 6. One dimensional.

1. Natural base for logarithms.
2. Old English shorthand.
3. More less a thousand.
4. A hundred more than 3.
5. It could be a duck, twenty or a century.

#### F. 1. Any integer.

2. Many topped and tailed.
3. Container carried by a scapegoat.
4. Humbug.
5. Perfunctorily brief.
6. Trigonometrical ratio in full.

#### G. 1. All alone and evermore shall be

2. Archimedes calculated its value correct to the equivalent of eight places of decimals.
3. It has a sharp S.
4. Local liquid measure.
5. Euclid stated that it had position but no magnitude.

1. Famous sign numeral.
2. One less than 1.
3. Home for airless bees.
4. English for Latin 1.

#### 3. Poetic abbreviation—for an

#### 4. Property of every other number

5. Scottish loch-salt water fresh.
6. A prime number often seen on games field.

#### J. 1. An indefinite article.

2. Part of any number.
3. Kitchen utensil, usually chocolate.
4. A vertical projection of a flat surface theoretically of infinite extent.

#### D. B. Eperon

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Rationalization of higher education is now one of Mr Mark Carlisle's two priorities in education policy. (Finding a way round the shortage of specialist subject teachers is the other.) It is as well, therefore, to be clear what is meant by this form of words, even if Mr Carlisle himself still seems a bit confused.

The first thing it means is that numbers and courses will increasingly be dominated by financial policy rather than higher education needs or student choice. It also seems that the Government is struggling to make some sense of what is left of higher education policy after the cuts by seeking broad guidelines on subject priorities, or a watered down manpower policy not a million miles from Dr Rhodes Boyson's expressed desire to foster courses which are needed in employment terms, and restrict those which do not lead directly to jobs.

On the matter of cuts, it has been argued that higher education has up to now had a disproportionate share of the budget. It must be remembered, however, that the cuts come just at the time when higher education should be expanding because it is in the 1980s that the relevant age group reaches its peak. However tough the cuts are on schools, they do at least coincide for them with falling rolls.

It now looks increasingly likely that there will not be enough places in higher education, particularly in universities, for those home students suitably qualified with at least two A levels who wish to take up places—the Robbins-defined group. The policy of level funding is intended explicitly to hold student numbers at the level reached in 1979, regardless of the fact that the age group will go on rising until 1982. To this there are added other financial restraints. Pool capping and limits on local authority spending will affect the funding of polytechnic and college courses, and both the public and private sectors will be hit by loss



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## How rational can you be about rationalization?

of income as a result of the Government's decision on overseas student fees.

Even so, the effect of level funding needs to be spelled out, if only because the Secretary of State has tried to fudge the issue. At a press conference after the North of England conference earlier this month, he claimed that, since the proportion of the age group wishing to go into higher education was dropping sharply, nobody's chances would be affected by the new limits. He quoted figures showing that the participation rate had dropped steadily from 14.2 per cent in 1972-73, and was expected to be down to 11.8 per cent in autumn, 1980.

Now it is true of course that the participation rate has been dropping in the 1970s below what was expected in the post-Robbins 1960s or even at the time of the last government's 1978 Brown Paper on Higher Education into the Nineties. But the figure of 11.8 was

arrived at not by any estimate of demand, but by applying the principle of level funding to the previous year's figures for entrants, even though the total age group is larger this year. It is an example of the latest Whitehall euphemism, "resource-led policy". The DES did some simple arithmetic on the basis of level funding and last year's student figures, then crossed its fingers and hoped that the result would equal demand—provided that demand goes on falling.

Only this week, however, the DES statisticians revised their figures upwards. For the past three years for home student entrants in the relevant age group which may or may not mean that the drop in demand is on the turn. The arithmetic of level funding means that the 1980 figure now goes up to support a 12 per cent participation rate; if the same policy continues until 1982, when the age group is

at its peak, the enforced participation will then be down to 11.5 per cent.

Will that be the year when the principle is finally discarded, of Government seriously hoping an increasing proportion of A level leavers will be voting with its against higher education in the 1980s?

Mr Carlisle suggested at Durham that the drop in participation might be more young people were going into industry or commerce, which would be "no bad thing". There is a tendency to support either view, and unlikely to produce the more skilled Britain which Ministers hanker for.

It is time to analyse a little more fully just where the fall-off in student numbers is occurring, and to find out if the universities, which demand is, if anything, higher than expected from the number qualified by A level (and those are still buoyant, too—see page 18), is a good chance that it has, because of the contraction of training places, and the higher qualifications now demanded of teachers. Is the fall-off, in other words, those now not qualified by A level, for higher education?

There is undoubtedly still plenty in the polytechnics, which being level funding is what they get, may not necessarily affect prospective students away from universities and towards the polytechnics. The Robbins policy may not be ending the Robbins, and might be in line with Dr. thinking. But that does not mean a prospective English or graduate into an engineering even before he makes his A-level, and it does not mean that the of higher education can cut courses without setting out a rationale. How rational can you be about rationalization?

## Comment

### The patter of rising statistics

Once bitten, they say, twice shy. When it comes to the childbearing statistics of the female population, the demographers and social policy-makers have been bitten so often that they ought by now to be seriously withdrawn. But no: when Sir Desmond Christopher alerted the North of England conference the other day with suggestions that there would be a shortage of primary school teachers in 10 years' time because the birth-rate had started to rise, Mr Carlisle was far from shy. He delivered his ministerial correction as if he and his department really knew how many children are going to be born in the next 10 years. In truth, all they really know is that the number will not correspond to the projections put out by the Office of Population Censuses and Surveys. Only the capacity of mothers to confound the forecasters is beyond dispute.

Even so, the sharp rise in the number of live births in the past two years needs to be kept strictly in perspective. A rise had been long forecast and long delayed. As a result of the pill and other social changes the girls born in the bulge years of 1946-48 did not produce the number of children expected of them. In the late 1960s, the demographers speculated that their births might have been postponed rather than foregone. The 1970s now seem to be happening. An upward trend forecast as a reflection of the larger number of women in the population of child-bearing age.

The demographers have covered themselves by putting out a range of projections—high, low and central—and the most recent commentary issued by the DES (Report on Education No 96, November 1979) shows that the latest figures follow the "high" variant. No doubt every off-bitten policy-maker will continue to watch the OPCS figures to see if the apparent slackening in the rise in the second half of 1979 continues into 1980. But even within a rising or falling trend there can be significant ups and downs and it is not possible to draw conclusions from the figures on a month-to-month basis.

As to the implications for teacher training and recruitment, it is right to point out (as the DES has done) that the birth-rate is only one factor to take into account, and in many ways the eldest (notwithstanding its likelihood). What would really throw the recruitment into confusion would be a sudden increase in the wage rate for teachers, or a change in the wage rate for other employment or to family-raising—in the mid-1960s, which made it so difficult to beat the teacher shortage of that period; and by the same token, it was the sudden reduction of the wage rate in the mid-1970s which hastened the transition from shortage to surplus.

It is fair to say, given the present stock of qualified teachers available for employment for whom no teaching jobs are on offer, that the current rise in the birth-rate should also be a cause for alarm. But it is fair to point out also that the same economic changes which might increase demand for teachers, and therefore wages, would also reduce the reservoir of available and qualified teachers elsewhere in the labour force. And other things being equal (happy phrase) the quarter of a million "extra" children who will show up in the statistics by 1983 represent something like 12,500 teachers.

### Equal rights for parents



When did you last see your father?

Should councillors be allowed to vote on school meals prices and transport charges if they have children in state schools? This

is the momentous question which rocked local government to its foundations. It must surely be one of the most absurd ever to keep the egregious Mr Heseltine awake at night. Of course, they should and there's an end!

There is something peculiarly dotty, and corrosive, about extreme sensitivity to personal interest. If carried to ridiculous lengths there is no reason why it should end with a small portion of protein and stodge. No councillor with a child at any maintained school can vote on the budget of his local education authority without, to some extent, affecting his family interest.

Are local authority budgets, therefore, to be decided only by those without children of school age, and those who send their children to private schools? And not even all of them: no one who stands in benefit by any public service operated by the local authority can be said to be without a personal interest. Certainly, it would not be safe to allow any councillor who lived in a large house and paid heavy rates to vote on financial matters because he could not be expected to ignore the direct consequence to himself of any budgetary decision.

Perhaps jealous guardians of public probity would go further in elevating distrust to the level of a principle of government. Some sceptic cynic is always on the point of demanding higher standards at Westminster, too. At present MPs are obliged to declare their interests but of course this is not nearly strict enough for the parties: instead they should be prevented from voting on anything which comes near home.

If councillors with a direct financial interest in school meals charges were to be debarred from voting on this issue at city hall, then, presumably, only council MPs would be allowed to vote when taxes on drink are decided. That would save some time in the division lobbies. And on motorway MP would cast a vote on petrol taxes or vehicle licences, leaving the field to pedestrians and the chauffeur-driven.

None of this nonsense was necessary; common sense has prevailed as it obviously had to. When the legal eagles of local and central government take off in pursuit of such irrelevances as these they do everyone a disservice by distracting attention from more serious vested interests, many of them concerning the ownership, sale and development of land, where it is still far too easy for people to use the apparatus of local government to their own private benefit.

### Baccalaureat beckons

Examination reform is a subject which has been discussed for years, but it is not until now that it has become a focus point for debate after the Inner London Education Authority voted to ban its use.

In a letter to Mr Fred Jarvis, general secretary of the National Union of Teachers, STOPP says several other branches declined to return the survey to the union's headquarters.

The NUT said about a third of its divisions and branches replied to the survey.

### No comment

Details of a bill to amend the Education Act 1944, which would give local authorities the power to make arrangements for the provision of education for children of parents who are in the armed forces, are being considered by the Education Committee of the House of Commons.

## NEWS

### Insurance row threatens school trips

by Richard Garner

Teachers may be reluctant to organise school trips in future because of a dispute over whether teachers or their L.E.A.s should arrange insurance.

Union leaders and education authorities fear that fewer trips may result from an investigation by the Local Authority Ombudsman into a case where a Salford school boy was seriously hurt in a road accident while on a school trip in Germany. The teacher in charge had taken out insurance, but it was not enough to cover the medical and other expenses, and the boy's family

complained to the Ombudsman.

His report urges Salford education authority to defend that "what teachers choose to do with their spare time does not concern the local education authority even if teachers choose to devote this time to the benefit of an activity associated to their schools".

It also points out that the L.E.A. had previously issued advice recommending an insurance company for educational visits and that the teacher organising the trip consulted over half staff about insurance for the children.

Officials in Salford are worried about the confusion, and now plan

to ask the Association of Metropolitan Authorities to ask other L.E.A.s if they think they should take over responsibility for school trips.

Mr Roy Swainson, Salford's assistant borough solicitor and secretary, said: "We took the view that these particular activities were not part of the administrative functions of the council if they were not part of the curriculum."

"We now want to know if there is a general view that our view in the past is the one to be supported, or whether education authorities should take over this responsibility."

He added: "I think the teacher

concerned who organized the trip was very frightened by the whole experience and I feel the fact that the situation is unclear may have the effect of discouraging an enthusiastic young teacher from organizing trips."

A spokesman for the National Union of Teachers added: "You won't get teachers taking children out if authorities feel like this because they'll be scared of the consequences."

In the Salford case, the boys' parents did manage to secure payment of the accident costs—totaling £3,000—a year later through a special EEC agreement.



### Cane survey misleading, union is told

Leaders of the National Union of Teachers have been urged by three local branches for a survey conducted by the union, on the use of the cane in schools.

STOPP, the Society of Teachers Opposed to Physical Punishment, claims the three union branches—Birmingham, Bradford, and Hounslow—either altered the wording of the survey to make it more likely teachers would oppose banning corporal punishment or ignored it.

STOPP says the wording was altered in Hounslow and Bradford. In Birmingham, the questionnaire was neither sent to school representatives or individual members, nor discussed at a union meeting.

The survey was made last April and is designed to test teachers' opinions on corporal punishment— which became a focal point for debate after the Inner London Education Authority voted to ban its use.

In a letter to Mr Fred Jarvis, general secretary of the National Union of Teachers, STOPP says several other branches declined to return the survey to the union's headquarters.

The NUT said about a third of its divisions and branches replied to the survey.

### Student unions will have to fight for share of funds

by Bert Lodge

Radical changes in the way student unions are funded are expected to be announced in the next few days.

Instead of local authorities having to pay for each of the students they support whatever union subscription the college fixes, unions will have to compete for their funds with academic departments within their institution, the money coming from the institution's recurrent grant.

It is understood that membership will continue to be compulsory, although Dr Rhodes Boyson, junior minister for higher education, has twice stated publicly he would prefer to see voluntary membership.

Plans to reform funding of student unions were first put forward under the Labour Government in 1978. This followed widespread concern that a considerable amount of public money, then estimated at about £13m, was being spent without proper accountability among local authorities at the discretion of the various institutions, although 90 per cent of the payments were reclaimable from the Government. Fees ranged from £55 a year at Edinburgh University to 60p a head for some part-time students in further education colleges, the amount being fixed each year by college or university governors.

The new scheme means that subscriptions will still be negotiated

locally between student representatives and the governing body but will have to come out of the institution's principal funding source, the University Grants Committee or, for colleges in the public sector, the rate support grant.

It is understood that Dr Boyson favoured an alternative scheme which would include a £5 "voluntary" element. This could be withheld by the student if he did not wish to be associated with any of the union's political activities but the overwhelming opinion among Dr Boyson's colleagues, including Mr Mark Carlisle, the Education Secretary, was that the present arrangement of automatic membership should continue.

This is bound to please the Federation of Conservative Students, believed to be principal architects of the new scheme, who have already insisted that membership of the union should be simply a part of membership of the university.

The National Union of Students are likely to be less enthusiastic, though they are understood to have indicated a resigned acceptance of the new proposals. But with the Committee of Vice-Chancellors and Principals the NUS fears the new arrangement may be a recipe for "divide and rule" among the various colleges, the amount being fixed each year by college or university governors.

The new scheme means that subscriptions will still be negotiated

### More groups under review as savings reach £350,000

### Quango-hunters claim seven scalps

by Lucy Hodges

Seven quangos under the aegis of the Department of Education and Science have been abolished or are being cut at a saving of £350,000, says a report on non-departmental public bodies commissioned by the Prime Minister and published this week.

Four more education quangos in the orbit of the Foreign and Commonwealth Office are also being wound up or "rationalized" and a number of other bodies, including the Schools Council, are to be reviewed.

A further 200 advisory committees in the Manpower Services Commission's field may also be relinquished but consultations about this are still taking place, the report says.

The report is the second prong in the Government's scourge of quangos. It sets out the review of non-departmental public bodies undertaken last year of the first prong and makes suggestions for setting up and running such organizations in the future. The document was prepared by Sir Leo Plantzky, former permanent secretary at the Department of Trade, who was hailed out of retirement to undertake the inquiry.

The quangos which the DES has done or will do away with are the Advisory Council for Adult and Continuing Education (which is to close in three years' time), the Centre for Information and Advice on Educational Disadvantage, and the Youth Service Forum. The Cockcroft Committee on maths teaching and the

committee looking into ethnic minority education will also come to an end when they have finished their work.

The Centre for Information on Language Teaching and Research will be kept under review and its budget cut, and the DES is looking at how best to integrate the Computer Board for the Universities and Research Councils with the University Grants Committee.

Furthermore, the constitution of the new Schools Council will be reviewed next year and a "searching review" of the Council for Educational Technology will be undertaken soon.

In the overseas development field the Advisory Committee on Development Education has already been abolished at a saving of £16,500 a year. The Functions of the Manpower Services Commission and Training Organisation for Overseas Countries (saving £5,600) will be taken over by the British Council and Overseas Development Administration in 1981. The position of the Inter-University Council is being examined by the Department of Education, and the research councils are examples of where the "arms"

length relationship "between them and central government works successfully," says the report. "The arrangements for control and accountability, including the Accounting Officer system and audit by the Comptroller and Auditor General, are satisfactory."

"In addition, though there are differences of view on the total amount which should be made available and sometimes on the merits of its distribution, the principle of taking judgments on specific academic and scientific matters out of the political arena has general support."

The section on the Manpower Services Commission is more tentative. The report says it is not easy to judge how much better the MSC has been able to involve both sides of industry than the old system has been done by the Department of Employment. "Although little impact appears to have been made in overcoming localized resistance to novel or accelerated forms of training to meet particular needs, the MSC themselves are in no doubt that important gains have been made in changing the general climate of opinion towards youth training, as illustrated by the support secured for the work experience scheme for young people, which is said to have led to continuing employment for a high proportion."

Report on Non-departmental Public Bodies, HMSO, Cmd 7977, £5.75.

### New select committee tackles HE policy

by Biddy Passmore

The Government has not yet moved away from the Robbins principle of providing higher education for all those qualified and wishing to take it, said Mr Alan Thompson, Deputy Secretary at the Department of Education and Science at the first meeting of the new Commons Select Committee on Education, Science and Arts on Wednesday.

It is understood that Dr Boyson favoured an alternative scheme which would include a £5 "voluntary" element. This could be withheld by the student if he did not wish to be associated with any of the union's political activities but the overwhelming opinion among Dr Boyson's colleagues, including Mr Mark Carlisle, the Education Secretary, was that the present arrangement of automatic membership should continue.

This is bound to please the Federation of Conservative Students, believed to be principal architects of the new scheme, who have already insisted that membership of the union should be simply a part of membership of the university.

The National Union of Students are likely to be less enthusiastic, though they are understood to have indicated a resigned acceptance of the new proposals. But with the Committee of Vice-Chancellors and Principals the NUS fears the new arrangement may be a recipe for "divide and rule" among the various colleges, the amount being fixed each year by college or university governors.

The new scheme means that subscriptions will still be negotiated

to be achieved to meet manpower requirements, possibly by developing a subject profile to give guidance to institutions. This would have to be devised in consultation with the Department of Employment's Unit of Manpower Studies.

Mr Christopher Price, MP, chairman of the committee, believes it is not the job of Parliament to define subject priorities—his committee's aim should be to suggest machinery for the Government and DES to do so. Nor is the select committee likely to accept much of the Government's assumptions about declining student numbers and resources, in spite of its overall Tory majority. If the Government is hoping that the committee will suggest a neat and inconspicuous way of breaking with the Robbins principle, it looks like being disappointed.

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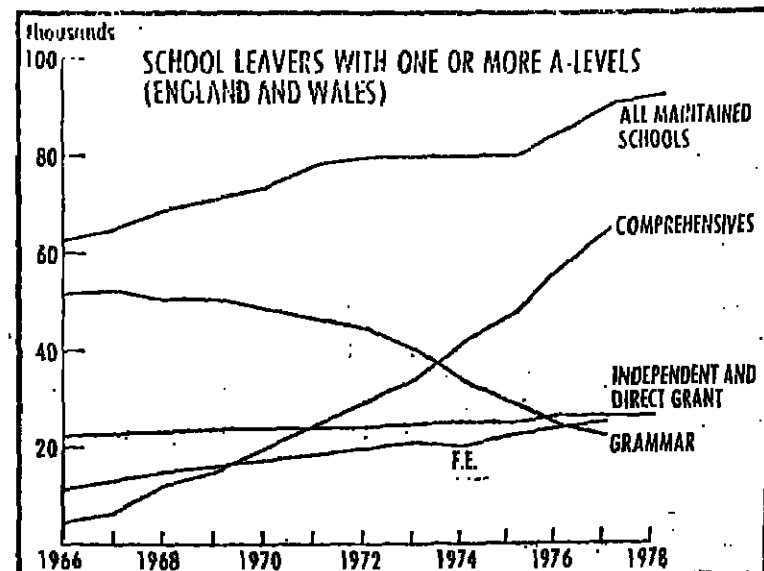
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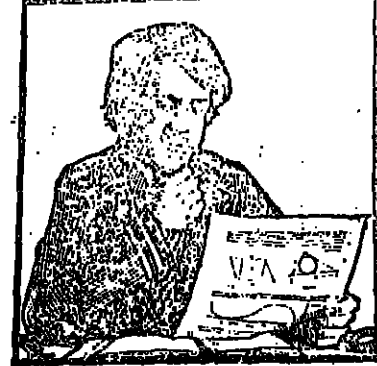




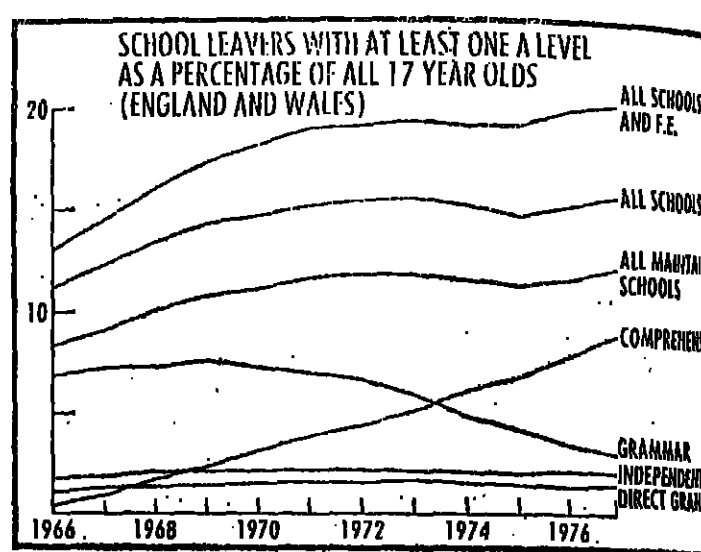
## NEWS



The upward trend of young people leaving school with at least one A level now seems to be back on course.



Philip Venning  
explores the  
facts behind  
the statistics



As grammar schools disappeared, the results of comprehensives inevitably rose. The graph for all maintained schools shows that the net effect of the changeover has not been dramatic.

## A level absolutes?

Over the past 10 years an unwavering one-in-six pupils left English schools with at least one A level, according to recent figures from the Department of Education and Science.

At first glance, this seems to dispose of the rival claims that the introduction of comprehensives has either had a disastrous effect on A level standards or has resulted in a spectacular increase.

Why then is there so much argument and apparently contradictory evidence about A level results? People may be forgiven for thinking that there should be straightforward, unambiguous figures for A level results in different types of school, and that at least one side must be fools or knaves. In practice this is not so. Shortcomings of the statistics, some slight confusion of purpose, but largely differences of interpretation allow both sides to put forward a respectable case.

Fundamentally both sides are trying to answer an unanswerable question: what would exam results have been if comprehensives had never been thought of? In practice this means trying a number of statistical second-best—such as comparing results from remaining grammar schools and secondary modern schools with those from comprehensives, or looking at exam trends over time.

There is also the subsidiary difficulty of deciding just what "exam results" to look at—the number of passes, or the number of students with passes, for example—and which time period is appropriate.

A good starting point is to look at the various graphs of total A level results in all maintained schools. If the general trend line changed direction once comprehensives became fully operational it might be argued that this was evidence of the effect of reorganization.

Last December Mr Raymond Baldwin, the chief statistical critic of the comprehensive system, published an analysis of A level passes as a percentage of school leavers. This showed a steady rise in various main subjects such as English and maths, in the 1960s followed by a slackening off, and in the case of French a marked decline, during the 1970s.

The same pattern was more or less true both for the absolute number and the proportion of school leavers with one or more A levels (see graphs), though figures obtained by the TES for 1978 suggest that any slackening was short-lived, simply a minor deviation from the overall trend.

Was this slackening off the result of comprehensive reorganization, which really only came into effect during the 1970s? Mr Baldwin concluded that "whatever the degree of causal connexion, the timing cannot be disregarded".

Statistics alone can never prove that one thing caused another. The decline in the 1970s might be because of any number of other possible factors, such as an anti-academic feeling among the young, the poor quality of new teachers, or harder exams, to name a few. Some of these may be indirectly linked to comprehensive reorganization, others may be quite unrelated.

Perhaps the explanation is rather simpler: some of the graphs hint that A level results are on the way up again (and not just because of a rise in the 17 to 18-year-old population). The hiatus in the early 1970s could have been the result of a temporary disruption caused by the reorganization process itself, and now that schools are beginning to settle down, the old trend may reappear. Raising the school leaving age may have had a similar disruptive effect.

One of the disadvantages of Mr Baldwin's original figures is that they are based on passes as a percentage of all school leavers, which include the majority of young people who leave school at the minimum age. So changes in the graph may be more to do with changes in the numbers deciding to stay on and the size of the 16-year-old age group than in A level performance.

In the case of overall figures, this is not so important. But it is significant when comparing selective schools, with a high staying on rate, with comprehensives. A rather better measure is to take A level results as a proportion of the "relevant age group", which allows for the fact that the 17 to 18-year-old age group was falling in the late 1960s, levelled out in the early 1970s, and started rising again in 1973.

A separate and more contentious statistical question concerns whether passes or leavers with A levels are a better yardstick by which to judge a school's performance. This is partly a matter of educational philosophy, is it as creditworthy for a school to produce one extra pupil with one A level pass as to enable another pupil to achieve three rather than two passes?

Though the DES does publish figures for passes, many of their tables are based on leavers with one or more A levels. This table illustrates the effect of adjusting results as a proportion of leavers rather than the 17-year-old age group (the vast majority of A level candidates are still 17 on January 1st, the date on which the figures are based):

Leavers with one or more A levels  
71-73 73-74 74-75 75-76 76-77  
All leavers 18.8 18.2 18.3 18.3 18.3  
17-yr-olds 18.8 18.2 18.3 18.3 18.3

Though the differences are small, they show that it is possible to have one graph going up at the same time as the other is going down. And, in terms of actual numbers, these fractional age groups are quite important.

For example, in 1967-68, a total of 68,800 pupils left English and Welsh maintained schools with at least one A level. By 1970-71 the figure had reached 78,230, and by 1977-78 it was 92,500. In other words, a large part of this growth occurred in the 1970s, even though in proportionate terms the graphs appeared to have reached a plateau.

Another method of looking at the performance of comprehensives, adopted by Mr Baldwin, is to compare their examination results directly with those of the remaining selective schools.

At the outset it should be said that however much comprehensives

may have affected total A level results, there is still a huge gross discrepancy between the results of comprehensives and selective schools. In 1978, some 55 per cent of leavers from English independent schools, 71 per cent from direct grants, and 52 per cent from the remaining grammar schools, had at least one A level, compared with only 12 per cent of leavers from comprehensives. (It is also worth noting that high fees at independent schools by no means ensure that a pupil leaves with one, let alone two, A levels.)

A casual look at the graphs for leavers suggests that something disastrous has happened to grammar schools and that comprehensives are a runaway success. This of course largely reflects the fact that as more and more grammar schools have been absorbed into the comprehensive system, so the exam performance of comprehensives has risen.

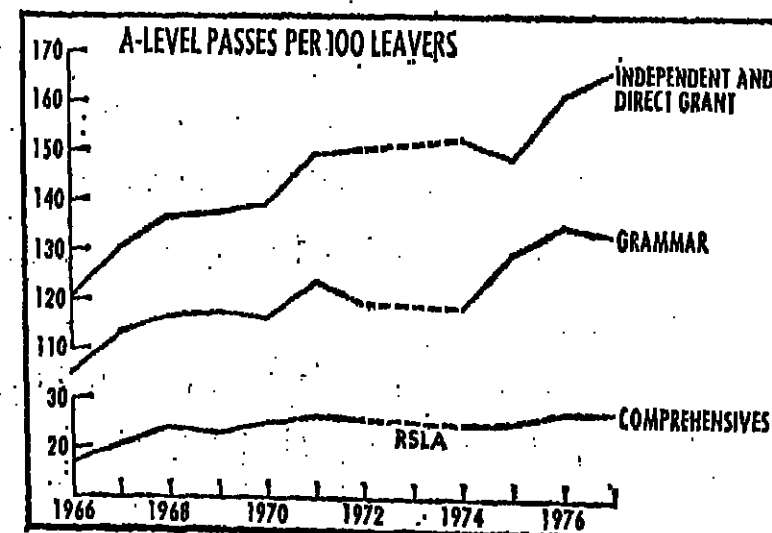
The number of pupils in grammar schools rose during the 1960s to a peak in 1966, which meant that they took their A levels in 1972-73, often in schools that were nominally comprehensive. The flattening out in the graphs for leavers with one or more A level appeared to have

results and raises those of the selective system. There are ways of making allowances for this, some of them involving questionable statistical assumptions. But the net effect is to show the comprehensives in a more favourable light.

Mr Baldwin's strongest indictment of comprehensives comes from figures for total passes as a percentage of leavers from the different types of school. In absolute numbers the rise in comprehensives is impressive—from 9,730 passes in 1966 to 154,960 in 1977. But in percentage terms the schools seem simply to have kept to a constant output, while both grammar schools, and independent and direct grant schools, were improving their performance (see graph).

It has been argued that as comprehensives have become widespread, the remaining grammar schools have become more selective and an increasing number of parents of bright children have re-located them from the state system and sent them to fee-paying schools. Even if true, it seems unlikely that this would fully account for the fairly steep rise in the graph.

Last December 21 the TES carried a letter from two members



A level passes in comprehensives were on a plateau while they were rising in the remaining selective schools.

started before then. Does this exaggerate comprehensives? It all depends on the rate at which grammar schools were being absorbed. Even so, if comprehensive results were being artificially inflated by former grammar school pupils, it might be reasonable to expect the graph for comprehensive results to start sagging once this bulge had passed through. It does not.

Undoubtedly, one of the biggest problems that crop up when trying to compare the performance of comprehensives with selective schools is "creaming". Many schools which are called comprehensives coexist with grammar schools which cream off their brightest pupils. They are, in effect, no more than renamed secondary moderns. This inevitably depresses the comprehensives

of Bretton Hall College of Higher Education, Wakefield, disputing Mr Baldwin's choice and use of statistics.

Their first point was that by concentrating on the school system, Mr Baldwin was ignoring the increasing number of young people who do A levels in further education colleges, partly because of the growth in some areas of tertiary colleges. As well as doing A levels, these young people are increasingly turning to equivalent vocational qualifications.

Between 1967 and 1975 the number of students aged 16 to 19 on full-time OND courses rose from 9,650 to 21,224, but fairly obviously these figures cannot be tagged on to A level results.

The number of young people doing some or all of their A levels in further education is more significant.

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## Black leavers find life on the dole harder to face, researcher says

Young black people find unemployment harder to cope with than do young whites, according to research from the University of Liverpool's sociology department.

The research, funded by the Department of Employment and conducted in Wolverhampton at the end of last year, shows that West Indian parents and children have higher educational and job aspirations than white people from the same background. But their educational achievement lags behind that of whites.

The author of the research, Mr Ken Roberts, speaking last week at a Sociology of Education conference at Westhill College, Birmingham said: "Many black school-leavers expect a better deal. They would like to work and be successful."

"They will work for decent money or in jobs with genuine prospects. But they reject the 'trash' offered to the unemployed, preferring to remain jobless—and refuse to expose themselves to demeaning pressures in careers centres and social security offices."

Most black school-leavers were trying to add to their qualifications, and those with the best qualifications had the worst employment records. "Sub-cultures in which joblessness is not only accepted, but in which individuals are supported in declining the only type of work they are likely to be offered, have now taken root in many black communities."

Sarah Seguro

## Alternative education 'could solve society's problems'

Alternative education could solve the problems of a society faced with economic stagnation, dwindling energy supplies, increased use of microprocessors and a possible nuclear holocaust, Dr Roland Meighan, of the University of Birmingham, told the conference.

Expansive resources like school buildings could be avoided, self-sufficiency encouraged to ensure "the good life" and, with the increased leisure time, people would be able to take a more active interest in their own and their children's education.

Dr Meighan said that "education otherwise" was very exciting because it had started a shift in education thinking.

As a system it now attracted about 300 families who dissatisfied with the existing process, were looking at ways of educating their children at home within the scope of the 1944 Education Act.

Although "education otherwise" appeared a radical system Dr Meighan said: "What emerges when you start to apply educational ideology to it is a much more diverse picture." In sociological terms it was not radical. The diversity of opinion was as wide as the education system in general. What was being challenged was the location of education and to a limited extent the professional guidance.

## School to work

### High Court tests exams-on-the-dole call

The High Court is being asked to rule that unemployed young people have a right to attend ordinary sixth form lessons part time without losing the dole. If the action succeeds, it will open the way for thousands to return to school to study for examinations.

As the TES reported earlier this month, the Department of Health and Social Security is about to extend to schools the concession under which the unemployed can already spend up to 21 hours a week at a further education college while drawing benefit. But the department intends to restrict the arrangement to schools prepared to offer special "further education type" courses.

The High Court action is being brought by a student in a Coventry school, who is appealing against a local tribunal's decision to uphold the DHSS's refusal to pay him benefit. The student is one of a number studying for O and A levels

alongside full-time sixth formers at the Sidney Stringer school.

The appeal was to have been based on the fact that Sidney Stringer, a community college as well as a school, has adult part-time students and therefore qualifies for the concession applicable to further education colleges. But the extension of the concession to schools means that the argument before the court will be about the wider issue of whether it is reasonable for the DHSS to insist on special courses for the unemployed youngsters.

Behind the DHSS's attempt to restrict the concession is the fear that it may be used as a backdoor means of getting a maintenance allowance by ordinary sixth formers who will stay on at school and sign on for benefit. It is this fear that has prevented the DHSS until now from extending the arrangement to schools except in one or two areas where there is high unemployment and an acute shortage of college places.

The Department of Education and

Science has now persuaded DHSS to relax the rule on understanding that the young people will be taking further education which happens to be run on school premises, and not really attached to a school.

But Mr Derek d'Almeida, head of Sidney Stringer's sixth form department, who together with a local Mr Bill Wilson, is encouraging a student to bring the appeal to test case, says: "It is absurd to let youngsters take O and A level courses in colleges and not let them do the same thing in a school. There is no question of them being here on the same basis as ordinary students; apart from anything else, they have to buy their own books and equipment, and they do not register or come under school regulations."

An appeal of this kind must take up to two years to reach hearing; but Mr d'Almeida is hopeful that the case will be brought forward under special arrangements which exist for test actions affecting a large number of people.

## Redundant apprentices build homes

Redundant apprentices and youngsters on training courses are being used to build council houses and to carry out building work for charities. Their wages are being paid by the Construction Industry Training Board and the Manpower Services Commission.

The board has taken on the apprentices, made redundant by building firms, under its award scheme and arranged for them to continue their apprenticeship working on special building projects under its Site Training Scheme.

The projects include eight old people's homes at Bolton, Lancashire, and a craftshop at a home for the handicapped at Stonehouse, Gloucestershire.

The scheme started in 1976, when recession hit the building industry and the board decided it must act to avoid displaced youngsters drifting out of the industry. Projects have only been undertaken where local employers and unions agree



These council houses at Bolton, Lancs, were built by redundant apprentices and unemployed young building trainees under a Construction Industry Training Board scheme.

that they would not otherwise be carried out by ordinary labour.

Most of them are in or near areas of particularly high unemployment. Some of the projects are carried out directly by the board using one of its own training managers and others through building firms who use the apprentices and trainees for the labour.

The £80,000 contract for the Bolton houses, undertaken by a local firm which says that the results were as good as it would expect from qualified craftsmen and left them with around their normal profit, was carried out by 40 apprentices and trainees.

On the Gloucestershire site,

apprentices worked for spells up to three months, but some of the 36 apprentices and six trainees taking part in the building and general repairs to the house during two and a half years. They helped towards the end by the apprentices, who were in jobs on a training course at a college.

In Scotland, trainees from the board's Glasgow training centre have repaired a chapel roof in the town of Glasgow. The chapel's managers, who could not afford to get the roof repaired, asked the board for help on how to do it themselves, and were offered the services of trainees, for whom it provided an alternative experience.

## What employers want

This is what employers want in school leavers, according to the Government's senior training expert:

- The ability to read, write, and do arithmetic
- Some understanding of the need to produce and sell materials at prices people can afford
- Appreciation of the need to work consistently, quickly and accurately
- Punctuality
- Understanding of the different types of jobs and industries
- The ability to communicate, to join in group discussions, and to use a phone
- The ability to produce practical solutions to everyday problems
- The capacity to learn from experience
- The ability to get on with a range of people, and to recognise the need to share knowledge and skills with them

The specification was given to the National Union of Teachers' education conference on Saturday by Dr Ron Johnson, director of training at the Manpower Services Commission. He told the conference that youngsters needed to acquire these skills by the time they reached school leaving age.

Dr Johnson also called for a new look at the effect of university entry qualifications on the overall study programmes. "Major reform is widening the choice and scope of studies far beyond traditional academic disciplines," he said.

Subjects should be grouped with clear academic and vocational aims to help young people who stayed on at school without clear goals. "The knowledge of most young people, including young graduates, of the world of work, of different jobs and of different sectors of the employment market, is generally deplorable. I am not convinced that it is good enough to leave this to be covered in the traditional curricula and it seems to me that a new approach is required."

Dr Johnson appealed to schools to include, as part of that new approach, properly organized work experience for all pupils over 14.

## MSC angers agencies

The Manpower Services Commission has chosen Miss Vivien Stern, director of the National Association for the Care and Resettlement of Offenders, to represent the voluntary agencies on its special advisory board. The appointment is expected to be announced this weekend.

The announcement will be received with mixed feelings by the youth organizations and agencies working for the unemployed. Miss Stern, who is in charge of education at the National Association for the Care and Resettlement of Offenders, is widely respected as an effective and outspoken champion of the disadvantaged young. Many of those who approved the choice are likely to resent the fact that it was made without consulting the agencies for whom she is expected to speak, and will take it as a further example of what they see as a growing high handedness by the MSC.

Reports by Mark Jackson

## 'Come back' plea to staff who left for industry

Suffolk's chief education officer is so concerned about the lack of teachers in maths, physics, technical subjects and modern languages that he has written to industry back into the classrooms.

Mr Duncan Graham placed an advertisement in his local paper headed: "Cri de Coeur, we need qualified teachers, now!"

Mr Graham said that Suffolk's secondary schools were 30-40 teachers below strength in science and technology subjects. He said: "I am appealing to qualified teachers in the area to return to the classroom. It is possible that in some areas children could be adversely affected by the lack of teaching staff."

Mr Graham, who took over as Suffolk's education chief last September, added: "There is a surplus of applicants for social science teaching posts but it is very difficult to find people to teach maths, physics, technical subjects and modern languages."

"The problem seems to have arisen because many would-be teachers in those subjects are being lured into industry because they can get better paid jobs."

"Although there is an overall cut-

back in education we still need teachers in specialities. There is a national shortage in these subjects at a time when other teachers are unemployed. In Suffolk, for example, there are more teachers looking for jobs than required yet we still have this shortage."

The Government is making teacher shortages one of its main priorities. Lady Young, an education minister, talked about it at the NUT education conference (page 10) as did Dr Rhodes Boyson in a speech last week.

According to Dr Boyson, Under Secretary of State for Education, there were 463 unfilled vacancies for maths teachers in British schools this time last year.

In a speech in Nottinghamshire, Dr Boyson pointed to other shortages in design, craft and technology, business studies and music. There were too many teachers trained in history, geography, physical education and English with drama.

However, the unemployment rate among all teachers was not as high as teacher unions and the media suggested. Figures for December, 1979, showed 9,813 were seeking posts, but only 2 per cent of the profession.

## Scots 'reporter' needed to select juveniles for court

by Diane Spencer

Juvenile courts should deal only with persistent and seriously delinquent children, not those charged with criminal damage, according to two law lecturers from Cambridge University.

At present far too many trivial cases, including those involving family disputes, come before the courts, say Henri Gillies and Allison Morris, who are also a joint author of a book on the subject, *Peace*. They were speaking to an audience of police, JP's, social workers and academics at a conference at Lancaster University last week.

An independent official, they said, should sort out which children should be sent to court and which should be better dealt with in the community. The official would make his decision based on certain criteria: those include the seriousness of the offence, the child's previous history and his family background should not be taken into account.

The courts would be the last resort; a sign that community, social work and other help had failed, the lecturers said. The courts were there to safeguard society; not to recommend treatment for the child nor to deal with its "needs". Their criteria should be justice and fairness as in dealing with adult offenders.

Offences and appropriate sentences they said, must be strictly classified according to their criminality. The maximum limit for keep-

ing a child in custody should be 12 months for a crime such as robbery, and three months for theft, criminal damage. If crimes are so severe—rape or murder—they should be dealt with in the Crown court.

The speakers claimed that sentences in juvenile courts are often arbitrary. Cultural and racial bias, sex discrimination and notions of "meeting the needs of the child" have resulted in disparities in sentences for the same offence.

Social inquiry reports, they said, should no longer be based on opinion but be confined to facts such as the child's age, record, involvement in the offence and whether he was willing to take part in alternative treatment. Young offenders should not be compelled to accept the "therapeutic services". Educational, psychological and social services must be attractive and available to them, but participation should be voluntary.

The conference was the first to be held at Lancaster, the newly opened Centre of Youth Crime and Community, set up by the Department of Social Administration at the university.

The centre, run by Professor Norman Tait and two colleagues, aims to promote research and new methods of treating young offenders in the community, especially in the light of the Government's intention to introduce "short, sharp, shocks". It will also provide a forum to discuss the latest research and to publish its findings.

## Second generation immigrant children do better

Second generation immigrant children do as well, if not better at school than their British contemporaries from similar backgrounds, although first generation immigrants do not do as well, according to a recent survey.

West Indians and Asians who came to Britain when they were very young do better at reading, but not mathematics, compared with more recent arrivals.

These are the main findings from a study of school performance of immigrant children carried out by the National Children's Bureau and published in the current issue of *New Community*, the journal of the Commission for Racial Equality. Asian children proved to be the brightest of the second generation

immigrants—some did better than indigenous ones. The average achievement of West Indian children was lower than any other immigrant group although there was a noticeable difference between the first and second generations.

The authors, Juliet Essen and Mayer Ghoshian, conclude that poor school performance among first generation immigrants is often short term and specifically concerns maths. Therefore more help should be given to these children when they arrive here to overcome their language difficulties and culture shock.

At present, they claim, too many West Indians are wrongly placed and kept in schools for the mildly mentally retarded (ENM).

## Wide interest spurs moves to set up experiment

## International exam is backed

by Richard Garner

More than 24 schools and colleges are showing an interest in the international Baccalaureate, following a national conference on the subject last week.

The wide interest makes it likely that the introduction of the qualification in about 45 schools and colleges will go ahead. In addition to the 24 inquiries 12 schools and colleges in Britain have already introduced the programme.

The International Baccalaureate is intended to give more 16 to 19-year-olds the chance of an international education. It will also provide the first positive statistics to show how pupils cope with a broader curriculum, as envisaged in the Government's *Framework for the Curriculum*, published last week.

Under the IB system, pupils continue to study six subjects after O level, three at higher level and three at a subsidiary level. Mathematics and a foreign language are compulsory and the examination is recognized as an entry qualification for foreign universities.

Miss Lesley Cunt, an adviser on examinations with the Schools Council, said this week: "We are very interested in the evidence we shall obtain from this in terms of assessing the effects of a broader curriculum."

At the moment, the amount of information we have is just not enough. It may just be that international Baccalaureate candidates have been brighter, for instance. A survey of 170 ex-IB students of all nationalities shows a higher-

than-average pass rate in obtaining university degrees.

Mr Alec Peterson, vice-president of the International Baccalaureate Office, says the figures do give a "positive indication" of the examination's worth.

"If it had been true that pupils genuinely could not cope with a broader curriculum, the 170 would not have been above the average number," he said.

He believes the experiment—which is expected to be launched in September 1981—will benefit children looking for an international education as well as those seeking broader studies.

Initially, each school opting to take part in the experiment should have at least 15 pupils studying for the international Baccalaureate—although Mr Peterson says he would prefer classes of 20. In the long run, he would like to see every major British city with large numbers of foreign families—such as Bedford, Newcastle and Aberdeen—having at least one school where the examination can be taken.

He said at the conference: "It would be a gesture in one of the older traditions of this country—a tradition which has recently been violated by the penal increase of fees for foreign students—if Britain were the first country where in every major city there was just one school or college offering an international curriculum leading to an international qualification to those who needed it or wanted it."

## Ulster jobless teachers treble in 2 years

by Paul McGill

The number of unemployed teachers in Northern Ireland nearly trebled in the two years up to last March, according to a survey carried out by the Department of Manpower Services.

In that month 425 qualified teachers were seeking jobs, compared with 316 a year earlier and 151 in April, 1977, when the first survey was conducted.

A separate study of teacher shortages shows that in second level schools jobless teachers greatly exceeded the number of vacant posts.

Unemployment for teachers seeking full-time posts jumped from 102 to 347. Part-time numbers rose by 59 per cent. Women are more seriously affected than men. Women's unemployment rose by 189 per cent; men's 153 per cent.

Women constituted more than four fifths of the teachers out of

work last March. Of these 108 were listed as having left their previous jobs "for maternity or family reasons".

Teacher unions are even more worried about the future. It is believed that a Department of Manpower Services survey in November will reveal more than 500 teachers out of work.

The Government has pledged to abolish 1,250 of the 19,300 teaching jobs in Northern Ireland in the next five years.

The other study, carried out by the Northern Ireland Council for Educational Research, revealed teacher shortages in science, music and maths in post-primary schools generally, and in heavy crafts in secondary intermediate schools.

Secondary schools, with 88 vacancies, were worse off than grammar schools, where there were 24 unfilled posts. Within secondary schools the controlled sectors had

The experiment is expected to cost about £50,000 a year with money coming from the Schools Council and/or the Department of Education and Science.

So far most inquiries have come from technical colleges and colleges of further education. But two independent schools—Abingdon and Whitgift—have approached the IB office, and some comprehensives have said they would like to introduce the examination with a neighbouring technical college.

Students in 35 different countries throughout the world at present take the examination. The United States has the highest number of students.

Surprisingly, there has been great interest in the examination in Iran, where the only school to take the examination—the Iran Zamin school, Tehran—boasts of being the first Iranian school to remain open throughout the revolution. The school has an American headmaster, Mr Dick Irvine, who has been teaching in the country for several years.

In Britain the examination is taken in less troubled places with the Atlantic College in Llanwrtyd, South Wales, and the Hamersmith and West London college as the main centres.

The number of students taking the International Baccalaureate examination is now growing at the rate of about 20 per cent per annum. From its modest beginnings in 1970, it now has 12,883 students.

twice as many vacancies as the maintained (Roman Catholic) sector.

The study, which was carried out for the Advisory Council for the Supply and Training of Teachers, reveals two important facts.

First, the number of unemployed teachers seeking work in post-primary schools (198 full-time and 29 part-time) is much higher than the 112 jobs available. Second, there is a bad match in the subjects required by schools and those the teachers are qualified to teach.

In English there were 46 teachers and only five posts and there were no jobs at all for the 23 unemployed history teachers. Conversely only one unemployed teacher gave physics as a preferred subject and none gave chemistry, but there were five vacancies in each of these subjects. In maths there were nine teachers and 12 vacancies.

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مكتبة الأصل



## National Union of Teachers' Education Conference

## A level entrance hurdle 'will not improve' quality of teachers

by Bert Lodge

The wisdom of insisting on all future teachers having two A levels was questioned in the teacher education section of the National Union of Teachers' education conference last week.

To murmurs of agreement from an audience mostly of teacher trainers, Miss Margaret Miller, head of Bilingdon Green comprehensive school, asked, "Where does the idea come from that the quality of teachers is going to be improved by the A level entrance?" She also warned against closing the door to mature entrants called for more black teachers and made a plea for in-service training aimed at the needs of the school rather than at individual teachers.

Miss Maden said she could not see the correlation between possessing A levels and intellectual calibre. "For the new teacher coming into school the development of a personal authority is more important than the cultivation of academic rigour," she said.

As a former lecturer in a college for mature entrants, she said she had been impressed by the quality of students. "Are they to be kept out now by teacher training institutions sticking rigidly to the two and three A-level requirements?"

If it were to be acknowledged that we were living in a multi-racial society, then we ought to have more black teachers, Miss Maden argued. If 30 per cent of the pupils in a school came from the Caribbean then 30 per cent of the teachers should also. "Certainly there should be more than the statutory one."

She would also like to see more women in responsible posts, or teaching technical subjects and men taking home economics.

Miss Maden was critical of the thinking behind in-service training. It was aimed at the individual's advantage instead of being designed to the needs of the school.

Mr Del Goddard, warden of a London teachers' centre, pointed out that a lot of local authorities' money which had been earmarked for in-service training was being spent on full-time secondments of teachers. "Is that the best use for it?" he asked.

On the same topic of how available resources were used, Mr Jack Bainbridge, senior inspector,

Sunderland, told the conference that in one Scottish college of education, Hamilton, the staff-student ratio was as low as 1:4.7 at the beginning of this academic year. Even at Notre Dame, the least favourable, it was no more than 1:3.6.

It seems that the target bands of the pooling committee do not apply in Scotland," he said.

Mr Bainbridge also said that according to the latest available figures (for 1977) just over 35 per cent of teachers were under 30, and 54 per cent of those were on Scale One.

"This may be seen as an area of discontent, disillusionment and frustration resulting from poor promotional prospects, and suggesting morale. The Burnham scale should be secured to contraction. Incentives are needed for this very large group."

The ending of teacher training staff together with the problems of keeping up with modern practice were another area of concern, Mr Bainbridge said. He had heard recently of a primary school science course to be put on by a polytechnic education department where five of the six lecturers teaching the course had no experience at all of primary teaching and all had been out of schools away for an average of 10 years.

"The teaching profession itself should assume the major role in training teachers," he said.

Mr Frank Harris, chairman of the NUT teacher education committee and lecturer in education at York University, said that mathematics and science graduates were still exempted from training if they wished to teach. "Only a lunatic society can allow such a state of affairs to continue."

Mr Derek Mortimer, dean of the faculty of education, Wolverhampton Polytechnic, said the output of teachers from the postgraduate certificate of education courses might soon be sufficient to furnish all the staffing requirements of secondary schools. This would mean the BED output would go only into primary and middle schools.

"This would be contrary to the whole notion of professionalism," he said.

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He was very worried by the prospect of a common core curriculum

## Staff shortage threatens core, Lady Young says

by Sarah Bayliss

The government's new plan for a core curriculum is at risk because of the serious and persistent shortage of teachers in mathematics, science and modern languages, Lady Young, an education minister, admitted to the National Union of Teachers last week.

Addressing the union's education conference, Lady Young said she was worried by the shortage "since it clearly prejudices the chances of getting the core right."

Lady Young said the DES was analysing 1977 figures which showed a high proportion of unqualified staff teaching maths and a similarly high number of qualified mathematics teachers in other education posts. The latter might be mathematics teachers promoted into senior administrative posts; but the figures would be studied to establish "sensible re-deployment," she said.

One long-term solution was for teachers to point out to their best pupils the "good openings" available in teaching, said Lady Young—a suggestion which made her audience laugh.

Later the NUT's junior vice-president, Mr Peter Kennedy, explained that teachers worried about paying mortgages—would think it irresponsible to direct youngsters into the same low-paid work.

Lady Young said short-term solutions would include encouraging married women to return to teaching after they had raised a family.

Later a woman teacher said she welcomed Lady Young's remarks on married women but so far the Com-



Lady Young: "It clearly prejudices the chances of getting the right."

servative government had done nothing to help. A full nursery school programme was necessary before women could return with confidence.

Mr Roy Walker, an under secretary at the DES, emphasized that there were now more teachers in work than ever before, and there was no risk of a general shortage emerging in the 1980s. He criticized those who were "crying wolf."

In her speech Lady Young announced she would begin consultations on *Framework for a Curriculum* next month, hearing the

views of teachers' associations, the SE Council, the TIC and CIL. Her comments were welcome because a revised framework would then be published, she said.

One teacher questioned the government's suggestion, put among others last week, that secondary school children should learn a foreign language for at least two years. "Let's face it, some have enough difficulty with their own language and we need to teach them that," she said.

Moves towards greater uniformity had "crushed" a past 12 years and the gap between young people were a commission, and was court-martialed for refusing to salute officers.

He went to Oxford on an ex-servicemen's grant, and hated it for its arrogance and elitism. After a spell with Popper at the London School of Economics, and a psychology job at St Andrew's University he joined the new, lavishly funded Social Psychiatry Research Unit at the Maudsley Hospital, to work on handicapped.

Dr Neil O'Connor and Dr Albert Kishicki described the prevailing economic and policy beliefs of the time. There was enormous commitment to improving services for the handicapped.

But improving services at the time meant building bigger and better remote hospitals with more and more medical staff. Meanwhile, psychologists were busy measuring degrees of "ineducability" in handicapped people, and policy makers had no hard information about just how many handicapped people existed for them.

Tizard and his associates struck out on new, often radical lines—and so laid solid foundations for a policy of keeping handicapped people at home, using normal facilities where possible and setting up special services on a local scale.

They found congenial ways to educate the "ineducable." They invented techniques to measure how and why big hospitals were failing places for patients. They pioneered local studies mapping the prevalence of handicap.

And they did a piece of action research whose fame reverberated around the world. They took a group of bright, severely handicapped children, put them into a domestic setting with staff trained in advanced nursery techniques, and measured their progress against a control group in hospital.

The results were dramatic—and a powerful film of the Brooklands experiment helped to disseminate the findings and spur demand for new approaches to handicapped children. (The Warnock report is the latest in the long line of policy documents.)

A statement from the Government executive said the Government seemed "depressingly insensitive to the achievements and needs of the country's maintained schools."

They propose to remove brightest two per cent of children in those schools and in so, they seem to see themselves on the one hand, performing humanitarian rescue operation on the other, stimulating the maintained schools into becoming competitive, and so raising standards.

The paper says that "one of the most hard-headed and educationally disastrous proposals is that local authorities should be encouraged to have off some of their own best schools into the private sector so

## Virginia Makins assesses the iconoclastic career of Professor Jack Tizard

## Radical champion of the handicapped

Professor Jack Tizard's memorial meeting in London last week was a cool, almost formal assessment of a warm, informal and exceptionally influential academic. Tizard died last August at the age of 60, after a career that radically changed attitudes to the handicapped, and greatly increased knowledge about young children.

As a succession of speakers—mainly academic colleagues—described his work, the sense of public duty grew. In times of arbitrary and unplanned cuts in health, education and social services, Tizard's optimism (and proved) belief in the possibility of improving things by carefully directed empirical and research seems particularly needed.

As does his capacity to fight, irritably but effectively, in bureaucratic corridors and on committees for policies and resources to improve public services, and for the testing of new ideas in practice.

He was, as several speakers said, angry and impatient about many things: about sloppy academic work or pure academics who, as Dr Bill Taylor put it, "sought safety in nit-picking", and increasingly, about the growing callousness in public attitudes to continuing injustices and deficiencies in public services.

But personally he was relaxed, endlessly approachable, civilized and funny—and he had, as Dr Chris Kiernan said, an unusual ability to "focus people's work and release their energies."

His own energy was perhaps released by his non-English background, described by his wife and colleague, Dr Barbara Tizard, at the memorial meeting. He was born in a remote part of Northern New Zealand, and went to school and university there on scholarships.

At university he played rugby, became an active socialist, and studied psychology and philosophy. Karl Popper had recently fled to New Zealand, and Tizard was a favourite pupil.

At the start of the war he was torn between pacifism and anti-fascism, and compromised with the Field Ambulance Corps. He saw plenty of front-line action, refused a commission, and was court-martialed for refusing to salute officers.

He went to Oxford on an ex-servicemen's grant, and hated it for its arrogance and elitism. After a spell with Popper at the London School of Economics, and a psychology job at St Andrew's University he joined the new, lavishly funded Social Psychiatry Research Unit at the Maudsley Hospital, to work on handicapped.

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ments working out the implications of Tizard's work.)

Tizard was also the progenitor of the famous Isle of Wight study that monitored the progress of normal children through schools. The study provided useful data for policy makers. For example, the Bullock Committee on reading and developed to feed much educational research (for example, Michael Rutter's *Fifteen Thousand Hours* has its roots in the Isle of Wight).

In 1964 he moved to the London Institute of Education as professor of child development. There, he wrestled with some 30 committees to set up a master's degree appropriate for a variety of professionals dealing with children.

He switched to being research professor seven years later, and in 1974 managed to get funds (mainly from the Department of Health and Social Security) for his brainchild, the Thomas Coram research unit.

The idea of the unit was that researchers from a variety of disciplines—pediatricians, social scientists, psychologists, educationists—could go in long term for related studies about both normal and handicapped children and their families.

And, most important, the research should have direct implications for policy and public services. "The investigator is charged with the task of making practical recommendations," Tizard had said at his inaugural lecture at the institute.

Most Coram studies have sent ripples over pools of received opinion and policies. A study of

"good" childminders showed that even people with relevant professional training make a pretty bad job of looking after other people's children. And, last week, Dr Barbara Tizard revealed some unpalatable findings about nursery school practice.

At the end of his life Professor Tizard was still fighting for more stable funding of the unit. He argued that unless academics in the field were funded for long-term research, allowing them to improve techniques and make connections, they would only ever be able to answer questions on a most superficial basis.

Now the Thomas Coram unit is looking for a new director to continue the work, and renegotiate the contracts with the DHSS that made

Professor Tizard: optimism and a capacity to fight.

It possible, it will be a hard act to follow: not many people have the academic distinction and range, clear sense of priorities, ability to work with all kinds of people and commitment to practical applied research of Jack Tizard.

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## Labour prepares ground for war on the independents

by Stephen Cohen

The background paper says: "If a former direct grant school—Manchester Grammar School—enters the scheme and agrees to poach 50 per cent of its annual admissions (perhaps 100 pupils) from the L.E.A. primary schools, it could do so regardless of any opposition from Manchester L.E.A. (which has 93 per cent of its pupils in comprehensive schools)."

"This means that an L.E.A. elected on the platform of providing a fully comprehensive system in its area will find that system totally undermined by central Government by a back-door method."

"This is flying in the face of Mrs Thatcher's promise that those local authorities that wished to stay comprehensive would be free to do so, the document says."

But grammar schools will also be creamed off by the independent sector. Up to 20 per cent of the potential two A level candidates in some areas could be lost to the state system.

"Flying off" pupils in the top

ability range would deprive schools of a core of high achievers "whose presence contributes to the stimulus and motivation of their peers". Teachers would be demoralized and sixth forms would be undermined, and the options for study could be drastically reduced.

"In short, the educational attainment of the comprehensive schools would decline and the Tory claim that the standards of such schools are 'falling' will become self-fulfilling as a direct result of the Tories' selection policy."

Selection tests, which would be set by private schools, "could lead to the curriculum in some primary schools being geared to the needs of the minority of pupils wishing to enter such schools. It would also result in some schools beginning to examine their most able pupils for the would be transferred resources the low and average ability pupils to helping the most able to enter independent schools."

The paper says that "one of the most hard-headed and educationally disastrous proposals is that local authorities should be encouraged to have off some of their own best schools into the private sector so

that they can then join in a scheme. It would not be poor last either, which would benefit paper says. The pupils must be well-off homes. In the direct grant scheme, only 7 per cent of the places were occupied by children with semi-skilled and skilled fathers, who accounted 30 per cent of the population.

Labour believes that rich would hire accountants to pay them to qualify for a grant at the means test being considered the education sub-committee charging full-cost fees for independent schools, making cherters repay their grant in places or paid for fees, and central Government paid for the children overseas service and diplomatic personnel.

If the most eminent public schools took part in the scheme, existing fee payers would be displaced into those independent schools not good enough to be accepted" into the scheme. If they refused to take part then the assisted places would be provided in those second-rate independent schools whose recruitment has been flagging."

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# features

Adam Hopkins, was formerly education correspondent for the Sunday Times.



Angela Neustatter reports on the educational problems facing the Vietnamese boat people

*'I consider it a triumph that they now dare say no to their teachers'*

At the Marlborough Project in Hounslow, nursery-age Vietnamese children sum pick up English—but life is not so simple for the juniors and teenagers.  
Photographs by Michael Abrahams



The Vietnamese boat people present a sufficiently emotive and beguiling image for the Government's decision to allow more than 12,000 entry into Britain to have been generally approved.

Yet if admitting them is a good, humanitarian thing to do, the follow-up—if the refugees are to be properly integrated and are to lead constructive lives here—has, according to organizations and teachers involved in caring for and educating the boat people, fallen far short of what is needed.

The Government, apparently recognizing this as a priority case, held a conference on the subject in November, and another is planned for the spring. They have decided to reimburse local authorities for any education and facilities they lay on for the Vietnamese in reception centres, and the Home Office have added £1m to their budget to do this. The Government is also considering putting up money for education after resettlement.

Malcolm Greatbanks, who helmed set up a year ago the ILEA's special project for teaching ESL to adult Vietnamese at the Kensington Institute, is a fierce critic of the way the refugees' education has been handled so far.

"Mostly they have been put into ESL classes with mixed students for the time they are in the reception centres—that can be from two to six months. Then they are re-settled, often in a place where intentions to help them may be good, but where there is absolutely no facility for continuing their lessons in ESL, and often not even a support group or interpreter.

"Obviously they cannot learn much in their time at the reception centres like

this, and even here, where we separate them from other students and have an all-Vietnamese class, I consider six months the minimum to give a grounding which will honestly be of use to them."

The syllabus taught to the refugees, ranging in age from 16 to 74, is based on coping with different areas of life. There is basic English for social encounters, and day-to-day necessities like shopping and using the telephone; there is help in filling in forms and dealing with bureaucracy; and lessons are given in finding out about their rights.

But Malcolm Greatbanks is not optimistic that, during the period in the reception centre, the boat people get more than the most rudimentary grasp of our language, never mind understanding the sophistication of our life style and system.

"They have enormous handicaps to begin with," he says, "and that's why I consider that they need to be taught separately from other ESL students. Consider, many have lived with nothing but war for years; they may have been travelling in boats for a long time, acutely hungry and very frightened. Arriving here they suffer an enormous culture shock, as well as having to go through the business of adjustment.

"We have to remember that they are unlike other immigrant groups in that they did not choose to come to Britain for some positive reason. Most of them have come out of desperation, with no knowledge of our culture or any European language."

When the project had been set up, after the arrival of the first Vietnamese from the Wall Park boat, he did an ele-

mentary course in the Vietnamese language, in order to be able to communicate difficult ideas and information, and to attempt to set some sort of picture of the life they would lead here. It also helped him to understand some of the difficulties they must encounter trying to learn a structured, sentence-stressed language, when their own is based on tonal variations.

Some of the early boat people stayed at the Kensington Barracks reception centre (from where the Kensington Institute gets its pupils) for six months, and in this time they became fairly proficient in speech and comprehension. But now, it seems, the Barracks' resettlement officers are working on the idea of moving refugees to their permanent homes, within two months when possible.

Malcolm Greatbanks says: "If this is done, a follow up of ESL classes is absolutely essential. Obviously they will be completely lost in a strange community if they cannot communicate at all, and there is no chance of them getting anything but the most menial work under those circumstances, even though some may have been highly qualified in Vietnam."

"There are quite a number who would like to continue studying full time, but they are allowed to live on the dole and must have lived here for three years before they qualify for a grant."

His view that there should be a national education policy and a nationwide co-ordination system, so that support groups and educationalists can exchange experiences, ideas and information, is widely

endorsed among teachers and administrators which, at present, are what help they can in a patchy fashion.

Louise Morris, who taught Vietnamese and now works for the University Service, believes that not getting anywhere near to the refugees to lead fulfilling lives to benefit our society. They are, she says, a hard working, motivated people, and many come over with able skills. If they are given the chance to learn our language and culture in a way which will at least allow us to use some of their ability, we risk a large, disaffected group within society.

She agrees with the idea for a network of support groups and information. Significant is a radical rethinking of the way the boat people are being taught. It is quite inadequate to teach them in isolation. This must be done in a way that allows them to ask questions, they appear to have a broad grasp of what is written.

Frieda Warman is in charge of the Hounslow Schools Language Teaching Unit. She was asked to set up a project for the children when the first refugees arrived and were due to be put into a local reception centre. She was already running ESL classes for immigrant children, and was able to make specialized teachers available.

At the Kensington Institute, this is one of the very few programmes specifically for the Vietnamese. The children are generally put into any ESL classes available, or straight into ordinary English-speaking schools.

"It is particularly important for the children, all through their education, that they get some Vietnamese teaching, otherwise they will have no knowledge of their own language as they grow up."

"If this could be organized, Vietnamese teaching material could be prepared and, most significantly, the Vietnamese could then help us understand their needs, rather than a group of English people getting together and deciding what is best for them. They've been on the receiving end of American and French imperialism and we don't want to impose the same on them."

In a large, bright classroom at the Syon School in Hounslow, a group of young Vietnamese children sit in a semi-circle reading from a beginner's story book. Their pronunciation is meticulous, and the sing-song voices rise, giving a strange intonation to the words; it sounds as if they do not understand at all. In fact, when the teacher stops them and asks questions, they appear to have a broad grasp of what is written.

The nursery children are the most fortunate because they will learn to speak, as any young child, picking up English. The group who have been there just a few weeks already speak small sentences and are quick to imitate what is being said. It is the juniors and the teenagers who are causing some worry. They will find it very hard, says Frieda Warman, to catch up in an ordinary school without special teaching.

The Vietnamese children come from a society where formal learning and discipline are part of their culture and, unless they have severe psychological problems, they apply themselves well to learning. But one of the problems is lack of teach-

ing materials. Frieda Warman has succeeded in finding just one set of books—by David Ladlow, teacher at the Crown Language Centre in Liverpool—designed for teachers of Chinese pupils.

From the start an interpreter was taken on and volunteer students from the unit's parent school came in to help. "That was crucial to us," Frieda Warman says. "We needed to find out something about the children's backgrounds, what their lives had been like in Vietnam, whether their parents are alive and with them."

"A lot of the kids are suffering from shock and general trauma, and as they relax we begin to see the difficulties. In the beginning they are withdrawn and very correct in their behaviour. I consider it a triumph that they now dare say no to the teachers."

Much of the teaching for the young children is done through games and words associated with activities. The teacher in charge keeps up an almost constant conversation, using words they have learnt and asking questions about things they have done. The aim is to build up a bank of knowledge and vocabulary.

The teenagers are, potentially, the most disadvantaged group, says Joyce Pearce, in charge of the Ockenden Venture, a charity for refugees. They took some of the very first Vietnamese to arrive in 1975, and now have about a thousand in their homes around the country.

She explains: "The teenagers will go into schools at the age when other children are having to make decisions about their future and take initiatives. Obviously without some very concentrated coaching they are going to be quite in-

able to work towards exams and careers. At 16 they are eligible for supplementary benefits, so the tendency is to push them into some menial job which may be quite inappropriate to their real ability."

She is sufficiently concerned about the situation to be trying to set up a conference to deal specifically with this issue. The Ockenden Venture is also trying to raise funds, independently, to set up a coaching project for the teenagers in their care. They visualize centres in resettlement areas where teenagers can go for special coaching, up to O level standards at least.

Of course the problem is in the diversity of the people coming over. Some will be used to studying and have high ability, others will not. But Joyce Pearce feels there is a real danger in not helping the bright, able ones to get some kind of satisfying work; she also feels we have a duty to do so.

"As a nation we have set certain values down that we believe in freedom of speech and movement. If we don't make an effort to help when such cases arise, it is totally hypocritical."

Now that we are committed to taking in another 9,000 refugees, it is clearly important the right sort of provision should be made for them. At a time when local authorities are trying to cope with education cuts, it will not be sufficient to trust that they can organize something within their existing structure.

The Government must listen to those who have studied the needs of the refugees and set up a definite policy with financial backing. If their humanitarian gesture is to be fulfilled,

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مكتبة الأصل



## review

# At the round earth's imagined corners

A dirty-minded rollicker—or a literary-liberal-theological writer at a turning-point in the history of Western ideas?

Marghanita Laski reviews a new study of Rabelais

Rabelais. By M. A. Screech  
Duckworth £35.00, 7156 0970 X.

Of especial revelatory richness are those critical books which disclose whole worlds of thought hitherto unexplored: as, for instance, Tillyard's *The Elizabethan World Picture*, the revelation of a period's mind, and Livingstone Lowe's *The Road to Xanadu*, revealing the mind of one man at a moment in his creative process. Of this category is M. A. Screech's *Rabelais*, and what he gives us is the interpretation of a unique mind in the world of Renaissance Humanist Christianity.

Screech, who is Fielden Professor of French Language and Literature at University College, London, is writing, he says, for general readers as well as for students, and to us former he immediately endears himself by citing Professor George Fen as a man whose opinion of Rabelais is to be noted: Professor Fen's opinion was that Rabelais, like Janus Joyce, was unreadable.

Still, most of us will have had a shot at reading him—or, as it now appears, almost certainly misreading him. For one thing, we are likely to have read Rabelais in Urrah's translation which is great English but not, we learn, fair Rabelais, this Scottish Puritan translator-traitor having been disloyal to his author not least in expanding the dirty bits. But these dirty bits, taken per se, quickly pall. If they were to be our prime pleasure from Rabelais, we should soon be of one mind with Fen.

It is, I think, most probable that we general readers would have gone to Rabelais as an enhancement of a popular romantic world: that, from Villon to the St Bartholomew under the nets of such writers as Chesterton and Belloc, and of course, Stanley Weyman. In this world, the name of Rabelais constantly appeared, as being to do with belly-laughter and greed and, above all, drink.

Let us start at the end. In the last book of Rabelais discussed by Screech, the *Quart Livre* of 1552 (the Fifth Book he dismisses as uncanonical), the needs of the belly are epitomized by Messere Gaster, a false god if worshipped, a noble Master of Arts in his proper place. Bacchus is to be praised only in so far as he is "no mad God of drunken, earth-bound squelch," but "symbolizes that spiritually liberating power of joyful wine, which classical and Christian man drank in a common act of wise and ennobling humanness. And as to belly-laughter: in the *Quart Livre* Pantagruel laughs only once. The theological price of laughter, which can "cloud man's awareness of the holy fear of God" is now too high for the good giant who has become, by the book's end, a new Christian Socrates.

Clearly the Rabelais towards whom Screech is urging us is very little to do with the dirty-minded rollicker passed to us by Victorian and Edwardian misinterpreters; and only incidentally the kind of Renaissance, James Joyce so unappealing to Fen. What Rabelais was, was a literary-liberal-theological writer at a hinge point in the history of Western ideas.

Rabelais was born round about 1490, Luther at about the same time, Erasmus some 20 years earlier as Villon died,



Rabelais dissecting society and writing his book. An illustration from the Prologue to Book I of "Great Gargantua".

Erasmus and More were writing in Rabelais's youth, Luther soon posting his theses. From 1545 until 1564 the Council of Trent was intermittently sitting, and when it rose, the bases of Roman Catholicism had been strengthened, all hope that it might effect a reconciliation between Catholicism and Protestantism had long since been abandoned.

But Rabelais, sometime, Benedictine monk, Doctor of Medicine, protégé of new thinkers, not a Protestant or likely known as Evangelical who, under the influence of Erasmus rather than Luther, church... stripped of medieval accretions, a church in which man could and must bring his free will as his contribution to Christ's scheme of salvation; the ancient world as integrated into the Christian scheme. The age of Pantagruel was Rabelais's contribution to this faith in days when to propagate the ideas of a man believed to be true was a concept noble, not debased; and propaganda to be "among the profoundest statements of Rabelais's gallantry of available knowledge would seem to reach to the after due examination, proving a coherent part of a single evolving pattern of vision.

In which, by the end of the Fourth Book, not only is Pantagruel the Christian man, craven and empty, self-deceived by philanthropy, of self-love; and Prère Jean the type of a grubby virtue which, though far less than the highest is, redeemed by courage in action. It is not, I think, to be supposed that these were in his mind when the first book still in the old-world Gothic, not the new Humanist type-face, left the Lyons press in 1532. But no glossed episode is finally in consonance with that conclusion.

Despite the high purpose the work remains gloriously funny: indeed, as created by Screech in his easy colloquial style, generally far funnier than we could ever, in our first ignorance, have perceived. As a sample dip for humour, the episode in Pantagruel where Thaumaste, Pantagruel in a mystery of kabbalistic sign-language, and is confronted, instead, with Pantagruel whose every signal rudely Thaumaste interprets as arcane wisdom: later not only to Christ's comment (Matt 12:42) on the Queen of Sheba's visit to but also to a pretty piece of fake history which was a commonplace in the law schools. But there is beauty as well as humour, and Screech's comment on Pantagruel's interpretation of the Great Pan was dead brings acceptance of his own statement, chapter is "one of the best most profound" to come from the pen.

Yet for many readers, the most enlightening of Screech's one at almost the very end of the book, on the dilemma in which scholars found themselves confronted with "facts" that knew how to test. The episode, and, makes better flutes it to the crowing harnes the wood? Or should, given far from the top, he claimed, the view was challenged almost at once by the sociologist Ivan Reid, who suggested that "right from the beginning of life one's life chances are very much related to divisions in our society which we call social class".

Graham Turner, the presenter, with help from Richard Hogart and others, defined the essentials of class with considerable tact and dexterity, managing to suggest most of the complexities without being confusing. Richard Hogart made the point that class is no longer has anything to do with birth. It depends on education, occupation, habits, tastes and attitudes, area of residence. All through all these, as Ivan Reid

pointed out, are likely to be influenced, if not determined, by one's present class. But in itself is no longer an element in deciding which stratum of society an adult belongs to.

Most of the analysis was, necessarily, fairly familiar to anyone who has pondered the subject at all. But as it entered the area newly explored by the Nuffield Mobility Survey it became more controversial. A. H. Halsey repeated his finding that all upward movement since the war has been due to the creation of more middle-class jobs, not to a true liberation from the shackles of class.

Unfortunately, these comments were somewhat buried away. The general impression given by the programme was that, in contradiction to Halsey's view, Britain is a genuinely more "open" and mobile society than it was in the thirties. This may be so but, given Halsey's recent work, the view should, if it was consciously intended, have been argued rather than merely implied.

The programme's greatest strength lay in the anecdotes told by those who had had personal experience of crossing class barriers. Graham Turner, the presenter, with help from Richard Hogart and others, defined the essentials of class with considerable tact and dexterity, managing to suggest most of the complexities without being confusing. Richard Hogart made the point that class is no longer has anything to do with birth. It depends on education, occupation, habits, tastes and attitudes, area of residence. All through all these, as Ivan Reid

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## The whirligig of time

Roy Fuller on a week's television

As a member of the BBC's General Advisory Council, Lynda Myles (Director of the Edinburgh International Film Festival) has, absolutely rightly, pleaded for serious film education for TV viewers. She would not have been satisfied by the BBC's Hollywood Greats series, entertaining but mainly gossipy. It is hardly likely she will be satisfied with a series from another quarter, Thames's Hollywood, which seems to be following a similar formula, vis-à-vis the silent film. Nevertheless, in the first instalment, some quite long clips were shown, of excellent quality and not always familiar even to film buffs. For someone of my age to have been punctuated by interviews with such as Viola Davis (b. 1897) and Blanche Sweet (b. 1895) was like reading the final chapter of *Time Regained*—though the latter silent star seemed, like Prunier himself, to have degenerated. One wanted the interviewer to ask Miss Davis what had become of her sister, Shirley (b. 1900), a non-actress, the answer of which was that the sisters were Violet and Leone Pligrath. The answer, Shirley, had been figured in a rude parody of the popular song "Whispering". . . . This is exactly the sort of thing Lynda Myles wants, and confirmed by something more serious.

Maybe the BBC's answer to her was the new series on BBC2, *Movie Showcase*—a "highly acclaimed" film "the ordinary cinema-going public had little chance to see". The first, *Roseland*, was three separate stories with a common background of a New York public ballroom, all interesting, the last a little masterwork. The director was James Ivory, perhaps most famous for his *Shakespeare Wallah* (1964) (or, as some say, 1965). This was notable not least for providing the film debut of Felicity Kendal (b. 1946), now known to all and sundry as a heroine of TV situation comedies. The latter fact must have influenced her being chosen for Viola (another Viola!) in *Twelfth Night*, the latest production in the BBC's complete Shakespeare.

But even in 1964 (or 1965) Miss Kendal was an experienced Shakespearean, having been carried off as the Changeling Boy in *A Midsummer Night's Dream* at the age of nine months. In *Twelfth Night* she spoke the verse properly, as did others—a department in which this series has sometimes been reprobably deficient. She acted well, too. The same remarks could also be made, *mutatis mutandis*, about Robert Hardy. I vividly remember him as an ethereal and golden Ariel. Here he was a sound Sir Toby Belch. One could not help a thought, as one watched, about the vulgarities of the medium—of the world that this wonderful work of art had for a couple of hours suspended.

Perhaps that was why one missed, at the end, the wind and the rain coming in actually to blow about the litter of late summer the production had strewn on the paving of Olivia's garden. For the modern way with *Twelfth Night* (and the mode is perhaps authenticated by the play coming in time close to Shakespeare's "dark" and tragic periods) is to discover its strands of sadness and mortality. A "deeply Chekhovian play," said David Jones (ex-BBC, ex-RSC; but at the moment to America) in his good and most ingeniously presented talk in the programme which preceded the play's production on BBC2. But as the producer, Cedric Messina and director John Gorrie had gone for a totally unginginck account, of which perhaps the most startling element was Alec McCowen playing Malvolin straight. He did not, for instance, "revolve" during his reading of the letter, and good for him. What a fine actor he is: his interpretation was so not through lack of comic power (the some rich jewel joke came off even though one had already seen it in an extract during the David Jones talk); it just beautifully accorded with, perhaps had inspired, the overall tone.

Reality nudes its way back through a number of documentaries, more often than not at too great a length. The extensive schedules, to which the first instalment, *Twelfth Night*, of television are an enemy to precision. I thought BBC2's *Los Larios* (harveying low life in South America) and *Fats and Figures* (Man Alvie's look at the anguished profits in slumming) both went on rather. On the other hand, we shall



Sinend Cusack (Olivia) and Felicity Kendal (Viola) in 'Twelfth Night'

have to wait for the remaining parts of BBC1's *War School* to judge its proportions; the first seemed, indeed, too short, perhaps because, concentrating over-much on the charade element of courses at Cambridge, the Army's staff college, (which seems obligatory in courses these days, pandering to pupils in the modern way) was actually

rather well done by the Army officers; quite up to the standard of a good many situation comedies. Some newspapers and politicians affected to be shocked at the revelation that the Army trained its personnel to put down those who propose to challenge the State (strictly) illegal means. Actually, the programme revealed a gain (over the thirties, for instance): the

freedom to show this very thing via a mass medium, and to remind one and all that the Army is not constitutionally likely to be leftist, even centrist.

Other things to look forward to: episodes in BBC 1's Francis Durbridge series, where so far all characters are of intriguing Kafkaesque ambiguity; Brian Moore's "profiles" on London Weekend (his Niki Lauda was as good as his Kevin Keegan); and the remaining programmes in Delia Smith's *Cookery Course* (BBC 2). Some men watch the appetising Della Smith for impure reasons, but the first programme of the new series, about cakes, was deeply informative for the occasional cook, particularly about fundamentals often glossed over, like lifting this, folding in, and testing for being baked. Robert Carrier, cooking on the commercial channel, brought in Joanna Lumley to cater for mere vapours, but his series seems likely to be too twee for the truly dedicated.

I suppose one must also look forward to a series called *Shin* on London Weekend, though the first programme was puzzling and disquieting. The series announced itself as taking "an unbiased approach to the reporting of race in the United Kingdom" (whatever that odd phrase may mean) and began with an account of the political rivalry between the Indian Workers Association and the Southall Youth Movement. Apart from a comment at the end that a triumph for SYM would mean a more activist leadership of the Southall Asian Community, the programme was wholly on the side of the SYM.

Whether what was said was "unbiased" who knows? I must say the depiction of Asian-style politics in a London suburb was a revelation, though of course it would have been less so had one ever pondered on the matter. Therein lay the value of the programme. Quite apart from not liking what one saw, one felt the absence of any voice that could be relied on to provide an independent judgement. Most of the characters appearing would have been at home in a Francis Durbridge series.

Roy Fuller, poet and author was a governor of the BBC from 1972 to 1979.

## In a different class

Francis Hill on radio's treatment of a vexed issue

As A. H. Halsey has reminded us in his recently published, much-publicized work based on the Nuffield Mobility Survey, class remains a vital factor in British society. Anyone in doubt on the matter might have done well to tune in to the first two parts of a new six-part series, *Barriers* (Sundays, Radio Four, 6.15 p.m.), which aims to examine where class divisions now stand and how they affect Britain's social and economic performance.

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but often forgotten. One is that people suffer, sometimes very badly indeed, from knowing they are looked down on by others. The other is that people only move from one class to another when they experience and accept another class's lifestyles and values.

The messages were repeated, in the second programme in the series *Class in the Classroom*, in comments made by children at school.

Unfortunately, there was far too little comment from children themselves. There was a superfluity of it from teachers, educationists, parents and Graham Turner, whose remarks, much of the time, must be called plodding. The main thrust of the programme was that comprehensive education has changed almost nothing; educational performance is still largely determined by class. The case could have been made much more effectively with less general, often obvious, comment and with more specific information about particular schools in particular areas and more remarks expressing—not describing—the class attitudes that perpetuate divisions in education. No working-class parents or private school pupils were heard. After the first programme in the series the second was a considerable disappointment.

Part three, this Sunday, is on the world of work. The following programmes concern the environment, personal relationships and class in other countries. This series is the sort of thing Radio Four should be doing. There seems no acceptable reason why it should not do it to the highest possible standard.

## London Festival of the Irish Arts

A Sense of Ireland  
14 February to 15th March 1980

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National Poetry Centre  
The National Club, Kilburn  
The Old Vic  
Pentax Gallery  
Photographers' Gallery  
Royal Festival Hall  
Queen Elizabeth Hall  
RCA Gallery  
RIBA  
Ronnie Scott's  
Round House  
Royal Albert Hall  
Royal Court  
Royal Festival Hall  
Sadler's Wells Theatre  
S. East Gallery  
St. John's (Smith Square)  
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## Biographies in miniature

Stuart Maclure

Obituaries from The Times: 1951-1960. Newspaper Archive Developments Ltd. £22.50.

This is the third volume of *The Times* obits—the first, chronologically, in a sequence which now runs up to 1975—and another collection of absorbing interest. Obituaries are a special kind of biographies in miniature: they are usually written in advance of the subject's death, and may be held in a "morgue" for 20 years or more before use, being updated from time to time. To be obituary editor of *The Times* is a demanding and never-ending job: here was one member of the editorial staff at New Printing House Square whose work never slackened during the 12-month suspension.

How good are *The Times* obits? One measure is to look at the range of notices, the range of careers, the range of personalities appreciated. The coverage is limited to the *Who's Who* class of establishment figures, but within that group, top people turn out to be pretty varied—at least as far as Britain is concerned. North, American and European coverage is more limited.

The major political leaders are all there—Pérez, who died at 95 in 1951 on the Isle d'Yeu ("and it is on this island that he is remembered not as the defender of Verdun but as the Marshall of

Vichy"). John Foster Dulles, who died in 1959—"history may conclude that he was very often right in strategy and wrong in tactics" and, towering over them all, Joseph Stalin, who occupies more than four of the large, three column pages of this hefty book.

This was, of course, written before Khrushchev's subsequent denunciation of the Stalin era, and, purges, appears to suspend judgment on the "guilt" of many of the victims, while noting that "Soviet policy afterwards" survived the almost intolerable strains of war with fewer breaks and fissures than most observers had been prepared to predict. (An anonymous obituarist excusing himself for some injudicious position paper written earlier?).

Educational names leap out from time to time, as often recording service abroad as at home. This is another characteristic of a book devoted to those who died at least 20 years ago—the British imperial connexion still provided the best way to make the kind of reputation which goes down well with obituarists. But the names which enter the record book, so to speak, tend to be the forgotten heads of Oxbridge colleges, the worthy professors and vice-chancellors, the pillars of academe.

Occasionally more resonant names crop up—Sir Fred Clarke, who was director of the London Institute for nine years; E. J. Hobsbawm, who wrote those science text books (also an Oxford College head, but one who during the war exercised an inspirational influence on

liberal opinion and wrote books with titles like *The Future in Education* advocating continuing and adult education.

This is a book for those who want to catch a certain flavour of the period and never revolved so clearly as the excellent notices on sporting figures. This is where affection and nostalgia meet most happily. See, for example, George Hirst, who died in 1954 at the age of 82—"esteemed and loved on every ground that he graced". The obit is littered with heroic episodes, including, of course, the match against the Australians at the Oval in 1902 when "he and C. L. Jessop (qv) made history. This was the match in which Jessop put England in sight of victory with a thrilling 104, while Hirst scored an invaluable 58 not out, snatching with Rhodes the last 15 runs required for victory in singles". Note the delicacy in not quoting the immortal (and doubtless apocryphal) words, "he was deadly accurate and a menace to any batsman who refused to drive a ball over mid-on in the manner of C. B. Fry (qv)". There's a period note!

In those (qv) lies another part of the charm, especially of the sporting obits, for as the cricket commentators realize, one thing so easily leads to another. Hirst went on to become coach at Eton "where his professional capacity earned him the respect of the boys" (and so it jolly well should have) "and his sense of good humour and good manners gained him the love of all". What perfunctory, if he is asked, will the obituarist of the present generation of international sportsmen have to commit when their time comes?

## Tom Jones, his author

Valerie Grosvenor Myer



Henry Fielding.

Henry Fielding: A Biography. By Pat Rogers. Paul Elek £8.95, 236 40153 X.

"Shakespeare was a pretty fellow and said something which only I will not do... the Bastard Faulconbridge is a most effeminate character, for which reason I would cut him out and put all his sentiments in the mouth of Constance." Bless Professor Rogers for disinterring this gem from Fielding's play, *The Historical Register*, which none but specialists are ever likely to read. The object of satire is, of course, Colley Cibber.

Many educated people have read no eighteenth-century literature at all, because Victorian censorship disapproved of its morals and stock-exchange traditionally offered little before the Romantics. Professor Rogers rightly emphasizes that Fielding's classical background is more helpful for understanding *Tom Jones* than the search for realistic parallels or comparisons with previous fiction in English.

## One way to redemption

Norman Stone

History's Carnival. A Dissident's Autobiography. By Leonid Plyusch. Translated and edited by Marco Carynny. Collins and Harvill Press £9.50, 00 26216 9.

The author of this immensely moving book is a Soviet dissident who stepped from a plane in Vienna in 1976 looking like a shattered old man. He had been confined for four years in various prisons and finally in a psychiatric ward run, in a horrible way, by the KGB. He was in fact still quite a young man—born in 1939. His experiences shattered his health.

This book describes his life in the USSR. He was an authentic proletarian, whose father, a railway foreman, was killed at the front in 1941. He had a varied education, partly in a sanatorium, because of tuberculosis. He did well at school and as a university student, and, after a spell as a rural teacher, he became associated with a mathematical research team. He describes this part of his life briefly, and charts a career of virtually impeccable Soviet orthodoxy.

It was only later that his experience led him into supporting opposition in the USSR. He became aware of the ill treatment given to Jews (from these pages, there is obviously a huge amount of popular anti-Semitism in Russia) and he also came to resent what he saw as the high-handed way in which the Russian establishment treated the Ukraine. He is not a naive Ukrainian nationalist, he merely feels that

We also learn that Joseph Andrews has four books, and that "Four was the number symbol of concord and justice; square numbers were associated with virtue and reason". This, though, is light on the issues indicated by that character of Mr Square. Such information is a delight to the trained reader.

But who is this book for? Elementary explanations and facetious comparisons with *Tom Jones* ("relevance") indicate an audience of students and sixth formers; at other points, controversies are explained and summarily dealt with in a paragraph which is unlikely to register with any highly specialized experts acquainted with the minutiae of the period. Political background, however, is usefully sketched in.

Books by specialists intended to set a wide and general audience are beset with problems. Readers are likely to feel that such a book covers too much, too thinly, the author to regret the pressure a puny too hard. Gaps are usually explained by "space". To say Fielding's theology may be summarized as "practical compassion" is to tell us nothing.

He asserts, reasonably, that Fielding's case is little used now and often disparaged. My question is the same as Lady Macbeth's: "Oh by whom?" Teaching the eighteenth century, I use the term at the time, not as a value-judgment, but to describe a set of opinions held at a particular point in history.

There is no scholarly apparatus in spite of the range of references. According to this book, Macaulay in *Lyme Regis* asked to be shown not the spot "where the Duke of Monmouth landed, but rather the exact location of Henricus's grave's fall in *Persuasion*". The editor of the Penguin *Emma* told the same story, with slight differences: "Show me the exact spot where Louisa Musgrave fell," "Tennyson." As the lady who fell was not Henrietta Musgrave but Louisa Musgrave, I prefer the second version. But as neither book gives a source for the anecdote, readers are unable to check.

## Finds in mines

Colin Crowdsen

Subterranean Britain: Aspects of Underground Archaeology. Edited by Harriet Crawford. John Baker £7.95, 212 97024 0.

*Subterranean Britain* is a collection of six essays on the theme of underground archaeology. This unwieldy theme is narrowed down by the exclusion of ritual and burial constructions, leaving the archaeology of mining as the principal focus. Four essays on mining working from prehistoric times, through the early medieval period and the Roman industrial era, to the beginning of our own industrial age form the bulk of the book. The broader underground theme is represented by an examination of Irish souterrains—the enigmatic tunnels and hiding places of late Iron Age Ireland, and a discursive essay on the more unusual underground constructions and follies of medieval and later England.

The authors are all experts in their respective fields. As director of excavations at Grimston, Norfolk for many seasons, Mr Sieveking presents a remarkable picture of those Norfolk flint mines. Better known because of their unique position as character than other mines, their complexity and sophistication is surprising. Phases of production, details of organization, tools and methods of excavation are all carefully reviewed.

Less is known about early metal mining despite its preoccupation with more glamorous substances, such as gold, silver and copper. Mining tends to eat its past—modern and efficient mining obliterates the older and less extensive workings, and for a long time seems to have had its own scale of

time and change. Methods used in the Iron Age continued into the Middle Ages, and dating the periods of activity becomes a matter of fine judgment and detection. Dr Barnes on the early metal miners and Professor Jones on the Roman period are good at this detective work and their chapters are useful both as gazetteers and guides to this confusing world.

Kenneth Hudson's chapter on the early industrial era on the other hand has supplementary sources of history and written records, and is a more human story with all its ghastly statistics of death, disease, poverty and starvation.

Away from this industrial theme, Richard Warner illuminates the relatively unexplored area of Irish souterrains. His authoritative account deals summarily with the mysteries surrounding these evocative structures and puts them into a rational framework of need and use. Little has been written on them before and this is an important piece of work.

Finally the late Barbara Jones provides a charming survey of the domestic and fanciful burrowings and grottoes of medieval, eighteenth and nineteenth centuries. The study of these is fascinating, although something of a side-issue to the book as a whole.

Wish *Subterranean Britain's* rather permissive theme the editor avoids a dependence on one subject, and this may help readers who find archaeology books hard going. The overall concept is a little bogus, but the individual essays are all original and valuable contributions to the field. Full and useful bibliographies are included.

## Malodorous waters

Victoria Neumark



The Tidal Thames: The History of River and its Fishes. By Alynne Wheeler. Routledge and Kegan Paul £8.95.

As early as 1357 Edward III complained that "dung and other filth had accumulated in divers places upon the banks of the river and... fumes and other abominable stenches arising therefrom and had initiated an attempt to clean up the river Thames. It was not until the 1960s, however, that any informed effort was to be undertaken, and succeed.

From the fourteenth century till the nineteenth the river's pollution increased to such an extent that Members of the House of Commons had to rush from the Chamber when the wind was off the river, and Queen Victoria and Albert had to cancel a pleasure trip because of the "malodorous waters". That

they were malodorous was hardly surprising when the description of the newly arrived, Tobias Smollett in the eighteenth century is taken into account. He describes Spenser's sweet Thames thus: "Human excrement, is the least offensive part of the concrete which is composed of all the drugs, minerals and poisons, used in mechanics and manufacture, enriched with the putrefying carcasses of beasts and men; and mixed with the scourings of all the wash-tubs, kennels and common sewers, within the bills of mortality."

Though this situation was some what eased by the great Victorian reformers, notably Edwin Chadwick, who established the role of bad sewerage in carrying cholera and pressed for the building of a true drainage and filtration system, the growth of more sophisticated industry with ever more toxic effluents meant that in 1957 the river was anaerobic (without dissolved oxygen and therefore incapable of supporting riverine life) for 40 miles around London, and not a fish was to be seen between Richmond and Tilbury.

That a great variety of fish is now to be found in the Thames is due to the work of the Thames Water Authority, which over the past couple of decades has turned the black river green once more. Alynne Wheeler's book is a conscientious and caring account of how the river has been rescued from centuries of rubbish and how fishy beings once more grace it in their finny shoals. Though Mr Wheeler has nothing but praise for the work to date, he does offer a warning: the proposal to raise the Woolwich mud barrier permanently would have the effect of pushing back upstream large quantities of sewage and blocking the recently opened passage for migratory fish.

## Among this week's contributors:

Stuart Maclure is Editor of the TES. Max Morris was formerly headmaster of Willersley High School. Colin Crowdsen is a fellow of Jesus College, Cambridge.

Paperbacks

## Only time will tell

Jack Cross

Progress for a Small Planet. By Barbara Ward. Penguin £1.75, 14 02 2255 3. Inside the Third World. By Paul Harrison. Penguin £2.95, 14 02 2037 7.

In 1972 the UNEP report prepared by Barbara Ward (with René Dubos) became a best-selling paperback, *Only One Earth*. Among its suggestions strategies for survival was the collection of clear, precise, physical and scientific facts about the most important natural, economic and human questions which have to be answered. Now, once again drawing upon the evidence provided by many experts, she places this knowledge before us in *Progress for a Small Planet*. Her sequel skilfully dissects the anatomy of the world today, probing to display the symptoms of impending collapse—the North-South imbalance in trade and wealth, declining resources, pollution, over-population, urban decay, unemployment, the hazards of the nuclear option—but provides the balance of potential solutions, with indications of actions which are already being taken on the right lines.

He is uncommonly realistic about the role of education in many parts of the world. It may be a growth industry but it does not, as we might imagine, always come as an unmixed boon. It can and often

Why then are her conditionally hopeful conclusions so unconvincingly rational? One does not like that—don't we wish it were!

If Barbara Ward writes as from a satellite, peering down through a high-intensity lens at the trouble spots in all over the place to examine the issues at close quarters, she personalizes his findings: the population problem, for example, is illustrated in terms of the plight of 13 children. He places a lot of emphasis on the often forgotten physical environment of much of the Third World, where there is usually too much sun and either too much or too little rain. On top of this the development of industrial capitalism not only encourages the exploitation of less-advanced nations by the affluent ones but also of the poor by the richer within the industrial countries themselves.

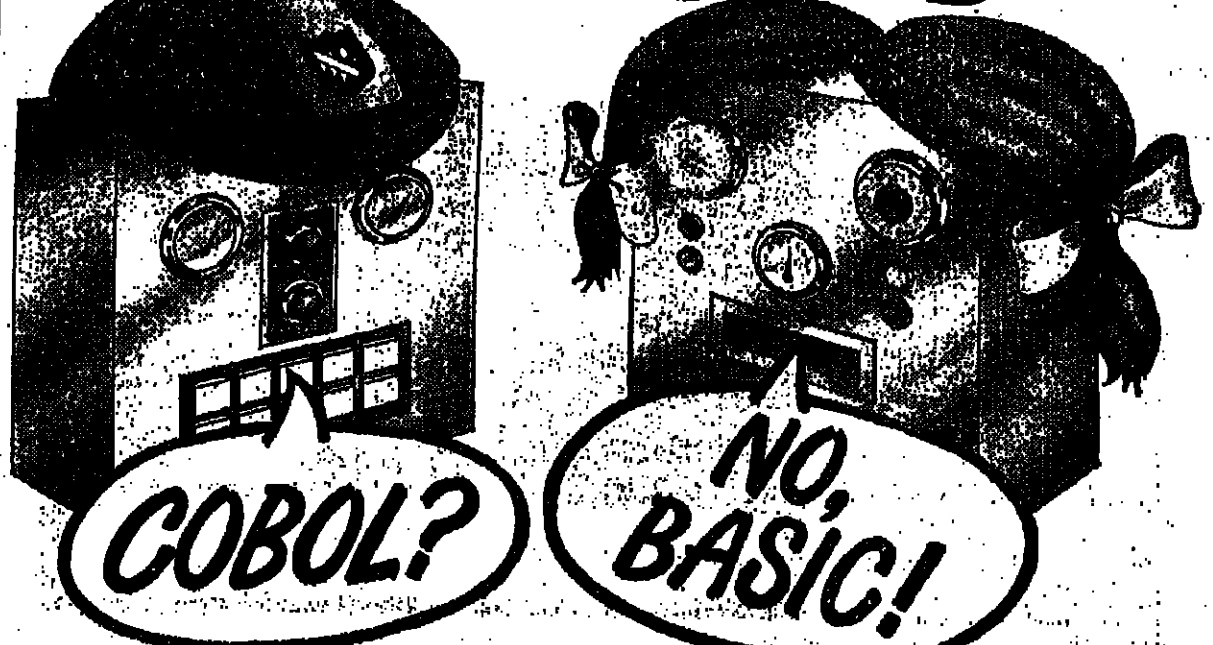
The difference between them is that, while Barbara Ward tends to place her hopes on national legislation and in international agencies like those of the United Nations, Paul Harrison sees the World Bank as the best source of sensible relief. Are either or both of them justified in their beliefs? Only time will tell.

does increase inequalities ("access is usually a matter of miles and money"); the importance of examination-paying places a premium on rote-learning and suppresses the capacity for independent thought; frequently its content reflects an anachronistic colonial culture; the works of Racine

Both authors emphasize that for the West (or "North") duty and interest march hand in hand. Either there will be something like a second Marshall Plan directed, like the first, "against hunger, poverty, deprivation or chaos" or our children will inherit "a world of revolutions and fascist dictatorships and civil wars becoming proxy conflicts between the super powers, and world peace under constant threat. A world, in other words, very much like the one we live in at present."

He is uncommonly realistic about the role of education in many parts of the world. It may be a growth industry but it does not, as we might imagine, always come as an unmixed boon. It can and often

## Can you speak their language?



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## Diderot was dull but did his best

Edward Neill

The Age of Enlightenment: An Anthology of Eighteenth Century Texts. Edited by Simon Eklund and Doreen Stevens. Two volumes. Ward Lock Educational £3.75 and £3.55.

"Dear Diderot, was dull but did his best" is a famous line from a poem by Auden in which Diderot's fellow-Enlightenment and demon of doubt, Voltaire, showed that he was insufficiently sceptical either about his own talents or the use to which he was putting them. He was complacent. This note well is Auden's highly prejudicial Voltaire, but as a feeling about the tone of the Enlightenment, it persists, for example in Kierkegaard, who said that Kant did not understand that some things could not be understood. The same note in David Hume riled Samuel Johnson, who, he said to Boswell, "teaches that mankind has been bubbling for ages and that he is wiser than they" while in Edward Gibbon's urbane anticlerical *Decline and Fall* we find an unending stream of clerical, considered ridiculously overdone.

It was the triumph of Enlightenment that Eliot had in mind when he spoke scornfully of mankind dreaming of systems so perfect that no one would need to be good, that Leavis attacked for thinking that everything could be measured or averaged or defined. He identified as symptomatic of the modern Enlightenment figures of Rousseau and Wells, who also bore traces of elements of the requisite quality. Yet the Enlightenment triumph: it is modern civilization in all the ambiguity of the word; on the other hand the most urgent need to study the volumes under review, which presents an imaginative and wide-ranging selection from



Voltaire's silhouette by Jean Huber in the British Library.

the authors of the period, for anti-theoretical reasons, and should therefore have an audience, even buyers, beyond mere readers seeking enlightenment from the Open University's second level course on the same.

The aforementioned Diderot, Voltaire and Hume are there. (I was cussing of the distinguishing mechanical and liberal arts which become the distinction between the staid gobbet of Gibbon's *Decline and Fall* and the sub-volume I, while Kant on "Enlightening" in a rather enervating ponderous contemporary translation closes the second.)

Enlightening is, Man's quitting the narrow occasioned by himself, of making use of one's own understanding without the guidance of another.

There are also extracts from Montesquieu, D'Alembert, Buffon, Adam Smith, Fielding, though also from artists and architects with relevant

plates—Batty Langley, Laugier, William Chambers, Le Blanc, Cochin, Blondel, La Font de Saint Yenne, Hogarth, Reynolds and particularly good choice was, the attack by Johnson on the unfashionable, Pope-like optimism of Samuel Jenyns, highly cognate with what Voltaire was doing, for example in his poem in the Lisbon earthquake, in Voltaire's *Fortitude of the Artist* has become the distinction between the staid gobbet of Gibbon's *Decline and Fall* and the sub-volume I, while Kant on "Enlightening" in a rather enervating ponderous contemporary translation closes the second.)

A welcome anthology then, with judicious introductions and notes, though I wish the editors had not made a fuss about the difficulties they experienced with their compilation. P. N. Furbank, with his range, discernment and translations was at

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## books

### Signposts

Roy Blatchford

**Guidelines** by Julius Caesar. Henry V. The Merchant of Venice. A Midsummer Night's Dream. Mary Glasgow Publications. Set of 10 £4.00. Teacher's edition 50p.

One finding in the recent ILLI report that a fifth form group had written from dictation 23,000 words about the plot of *For From The Madding Crowd* is a sobering, if exasperating, reminder of the extent to which the exigencies of examinations can dominate much English learning and teaching. Teachers certainly want to feel at the end of the day that the text has been thoroughly covered, and will warmly welcome any study aid which can informatively lighten the set-aside load.

Capital Radio's *Illustrated* set-book series and BBC Radio's *Extraordinary* O level series are currently proving thoughtful and popular features in lifting the texts from the page. Over the years individual teachers develop their own well-tried techniques and approaches to classroom study of the set books, while many advice groups up and down the country have devised booklets on popular CSE and O level titles in order to inject added variety and interest for pupils. ILEA's English Centre, for example, has produced useful ancillary material on *Romeo and Juliet*, *Keats* and *Of Mice and Men*.

David Self's new 16-page *Guidelines* may not have the merit of originality to many seasoned English specialists, but they do provide a broad collection of critical comment and ideas for a colourful and imaginative format from a national publisher well practised in magazine design. The first four in the series are safely devoted to Shakespeare: *Superscribe*, with guidelines on *Great Expectations*, *Fride* and *Prejudice*, *To Kill a Mockingbird* and others to follow later in the year.

The essence of each of the booklets is to tackle the ubiquitous and clichéd examination questions of character study, central themes, text recognition and general essays in a way which encourages pupils to focus their appreciation on the stagecraft and theatricality of the play, its historic perspective and its meaning to both Elizabethan audiences and those of today. Thus we find the *Anthony and Cleopatra*, the *Rialto Diary*, *You the Jury*, *Key Moments*, *Who's Who in Venice*, *Sayings of the Day*, *War Come*, *King Henry*, *This is Your Life* and *Newspaper* sections, as well as a preliminary section on Shakespearean history and comedy. But these are much more than

mnemonic gimmickry. The text is a fascinating collage of explanation and critical comment integrated with a wealth of fine illustration and suggestions for drama, oral and written work either individually or in groups. Henry V is a wide-screen epic flooded with colour and the horrors of war illuminating his subject. David Self's background material is as accurately researched as it is attractively set down. There is Henry's family-tree on one half-page, the battle plan of Agincourt on another; complementing these is a quotation from the ordinances of The Black Book of The Admiralty and an analysis of Henry as judge, warrior, soldier, commander and statesman—the mirror of all Christian kings. In addition, cartoons are adopted to convey the adventures of Pistol, Bardolph and Co and to bring a breeze of novelty to context questions.

The *Julius Caesar* study looks at the Brutus/Cassius quarrel and the events of the V—always difficult areas for pupils—with enlightening flow-diagrams, a device employed elsewhere in the *Guidelines* to excellent effect. Neat comparison is drawn between the play and John Galsworthy's modern setting "Hell Boverly" and also between Caesar and other political dictators. Good use of photographs from a variety of productions (including Peter Brook's for the RSC) affords opportunity to come to terms with the play's modern setting. *A Midsummer Night's Dream* with the *Guidelines* suggesting that students should view Puck as a jester-comic-hobgoblin in the science fiction tradition rather than as a pastoral "fairy".

A notebook on the lovers, a crossword and casting your own favourite comedians as Pyramus and Thisbe are further diverting ideas to assist familiarity with the text.

The booklet on *The Merchant of Venice* opens with a straight-forward description of Shakespeare's Wooden O and illustration of it, moving through a variety of cartoons, captions, maps, and a double-page flow-chart which tries to elucidate the play's interconnecting plots, to a concluding section on the play's significance and his topical company. The teacher's edition (well worth buying for an extra 10p) of each of the *Guidelines* includes further general detail, answers to the quizzes, identification of the many superb production photographs in the booklets and a scene-by-scene summary of the play's action.

It would be churlish to dwell on omissions in a publication which aims to be one of many aids to classroom study. One criticism is that several of the fine photographs are not fully captioned upon. That aside, anyone engaged in teaching these plays—to O level, CSE, and lower secondary ages—will find these booklets a most enjoyable and useful study aid. Self's exciting invention.

## In their own write

Rhodri Jones

**Write Again 1-4** by Roy Edwards. Macmillan 55p each. **Everyday English** by Kay Mathias. Stanley Thornes £2.00. 8350 406 9. **A Certain Age: 1 People II Relationships** Edited by Allen Crisp and E. J. Park.

John Murray £1.30 and £1.40. 7016 0745 9 and 7016 0717 3. **Books for Integrated Studies** by Norman J. Bull.

**Festivals and Customs**. Food and Drink. Light and Darkness. You and Me. Whetton £1.60 each.

There are certain questions which a head of department might ask before deciding to adopt a particular textbook, or a publisher before accepting a manuscript for publication, or a teacher before going ahead to write a textbook. Is similar material already available? Will the audience aimed at? Will pupils enjoy it and at the same time be stretched by it? Is the relation between pictorial and verbal material right? Does it present the right kind of balance for the multicultural society? Depending on the type of textbook under consideration, some of these questions are more important than others, and doubtless there are more that can be asked.

*Write Again* is a series of four slim volumes designed for non-examination pupils between the ages of 11 and 16. Each volume consists of 15 sections all built on the same pattern. A large photograph on one page is presented as the stimulus. On the facing page, a story is told in very simple language about the characters and events in the photograph. Out of this emerge a few questions for comprehension, suggestions for further activities, or an injunction to complete the story. As stimulus, the photographs vary in quality and tend towards the trivial—a horse drinking a pint of beer, a girl scrubbing the deck of a barge, a boy in a bath, a boy painting a window-frame, a boy in a suit, a girl in a mini-skirt? and the balance of the photographs is too much towards the trivial. Some attempt has been made to have appropriate non-white figures, but not enough.

The stories arising from the photographs tend also to be rather trivial—of the "what fun" variety, with

all kinds of fairly accidents and disasters. No doubt pupils will enjoy completing them in the carefully guided way that the author suggests, but the whole enterprise seems intended to prepare pupils to be beautiful readers of the human interest stories of *The Sun* or the *Star* rather than for anything deeper or more personal. Non-examination pupils they may be, but they deserve better.

*Everyday English* also sets out with a very definite purpose—to provide a course for students studying GCSE level and similar examinations such as the Business Education Council's General Level module "People and Communication". Each of the 20 sections begins with a dramatized scene or a story from the family life of the Jacksons out of which emerge exercises on grammatical points, vocabulary work, comprehension, writing letters and other activities. The material is competently presented, and although there are no illustrations, the volume has a neat and attractive appearance. The trouble is the literature used is examples of essays written by students and extracts from official documents.

Some idea can be gained if you imagine a course book based solely on extracts from *The Archers* or *Coronation Street*, though Miss Mathias's dialogue and situations lack the slick professionalism of these. Examples of good literature are essential if students are to deepen their understanding of English and the quality of their own writing. The lack of this in this volume invalidates the whole scheme.

*A Certain Age* consists of two volumes of literary extracts dealing with topics which the editors hope will interest students in the later years of the secondary school and will extend their understanding of the world around them. The material is intended to be controversial and to arouse discussion, and questions following the extracts are designed to do this. There are also some interesting and stimulating suggestions for writing at the end of each section. Authors represented include Alan Sillitoe, William Golding, D. H. Lawrence, Alan Paton, John Steinbeck, C. S. Lewis, and Tolstoy. The extracts are of good length and certainly raise issues that students can get their teeth into. "People" consists of two sections, "Behind the Mask"

and "Alone and Afraid". "Thoughts" consists of "Authority and Power" and "Love and Hate". These headings are vague and general, but they have been more helpful than the headings of the other two volumes. For instance, the section on "Love and Hate" touches on discrimination, parents, education, and love.

The volumes were originally published in Australia, and would find the examples of the Australian literature of the foreignness about them that may not find appealing. The riling which students may be unappealing is the heavy reliance on the volumes. Life is so full of so many touches of humour would welcome.

The four volumes in Norman Bull's series of *Books for Integrated Studies* contain much material, mixing elements of biology, religious education, geography, sociology, and history. They are designed to be used in a variety of ways, through which so many pages of exposition and explanation are by a page of suggestions for work for groups. While attempts are made to break down the subject into bite-sized pieces, it is hard to know quite how the series should be used, short of organizing a course around it. The following activities, such as making Christmas cards or a project on the history of the world, are good, but they are not enough to make the volume a bad thing. Possibly the book would be most useful for the school teacher who is less than keen by considerations of subversive dangers, to have at a source of

material. Here about festivals, customs, diet, relationships, and folk tales, scientific ideas, and religious beliefs that provide a source for lessons in the English teacher, the most useful volume may be *Festivals and Customs*, which, although aimed at the primary level, is also useful to the secondary school teacher. It is a whole try to take into our multicultural society, a play that most of the black is represented in the illustrations starring peasants.

## Alternative time-shifters

ADRIAN HOPE looks at new developments in video cassette recording

The world of video tape recording is assured of a non-standardized future. Gone forever is the dream of a single global system with each manufacturer offering a machine compatible with every other manufacturer's machine. There are too many good systems, each with a secure foothold in the market, for there ever to be agreement on a common standard, and later this year several entirely new systems will become commercially available.

The present situation can best be understood from the starting point of a brief résumé of the history of domestic, semi-professional and educational video recording.

In the early 1970s, video engineers throughout the world were agreed on one thing. This was that the future of video (excluding the highest quality professional format) lay in a cassette, rather than reel-to-reel, format. The mechanics and electronics of a video recorder are so intricate and fragile, and the tape lacing inevitably so awkward, that it makes sound sense to keep the tape secure in a flat packed cassette, and to equip the recorder with a self-threading mechanism.

With this in mind Philips launched the N1500 VCR format which offered up to an hour's playing time from a single cassette containing a roll of tape a half inch wide. Sony offered the U-Matic format with a similar playing time but using a differently constructed cassette loaded with three quarter inch wide tape. Philips originally aimed the N1500 machines at the educational and industrial market, as well as the home user, but early models proved unreliable and the format earned a bad name.

The U-Matic was never aimed at the domestic market and although more expensive than the Philips equivalent it proved rugged in use and has become virtually a standard for semi-professional and industrial applications. Although modified U-Matic formats have now been produced (to offer both longer and shorter playing times from the basic cassette) the one hour U-Matic is likely to be around for decades to come. Moreover new U-Matic machines, compatible with the existing one hour models, are now available and offer sophisticated facilities such as "editing" and "random access".

On the domestic market, long-

playing time and low tape feeding cost have always been crucial. There is no doubt that despite copyright laws the average home user wants a machine which will record a full feature film affair. Domestic video-cassette recorders are essentially time-shifters and all current model machines will shift a feature film on a single cassette.

For practical purposes the maximum playing time available from a Philips N1700 series machine is two and a half hours from a single cassette, whereas VHS offers three hours from a single cassette and Betamax three and a quarter hours. The cost of an hour's playing time on an N1500 series was at the time £25, but, thanks to tape price cuts and the slower tape speed, Philips N1700 series feeding costs are now down to around £5 an hour. This is still higher than the feeding costs for VHS and Betamax, which can be under £4 an hour for any user who shops carefully for tape.

At this point it is worth noting that although it is easy to write and speak glibly of simply lowering the tape speed to extend playing time and lower feeding costs, an astonishing amount of technical wizardry is involved and the tape speeds and costs available were undreamed of five years ago.

A couple of years ago Grundig, a Philips licensee and now part-owned by Philips) went it alone and produced a Super Video Recorder which ran the tape more slowly still. This SVR offered longer playing time and lower feeding costs than the standard Philips format cassette. Philips did not, however, follow Grundig, and many observers believe that the Grundig launch of SVR was a commercial mistake. Indeed, even at the time of the SVR launch, Philips and Grundig were working hard together on the development of an entirely new video format. This is the V2000, which has been demonstrated to the press and trade and will eventually replace the previous VHS and U-Matic systems. In fact the V2000 is seen as the European answer to the Japanese VHS and Beta competition.

Essentially V2000 is a video version of the now standard Philips compact audio cassette, which the video cassette is bigger than an audio cassette and although the tape contained in the cassette is a half inch wide, there is one major difference. Just as in the case of an audio cassette, the tape is used for a second pass. In this way a cassette that gives nominally four hours continuous playing time can offer a once-interrupted total of eight hours.

So far it is unclear how VHS and Beta will respond to the V2000 challenge. In the United States the basic VHS and Beta systems have been de-standardized by the provision of a half-speed recording which enables the tape to be run at half normal speed and so offers twice the playing time per cassette. However, picture quality, and perhaps most important, sound quality, is unreliable at such a very low tape speed. So far there has been no sign in Europe of a half-speed recording option on VHS or Beta machines. Instead, there is a promise of longer playing time on both formats, achieved by the use of slightly more (thinner) tape in a standard format cassette.

On the not-too-distant horizon an entirely new form of video recorder is promised from both Japan and Germany. BASF have for years been developing the so-called LVR or Linear Video Recorder and Toshiba of Japan has recently announced a similar kind of machine. In a conventional video recorder (U-Matic, Philips, Grundig, VHS, V2000 and Beta) the tape moves relatively slowly past a recording head which rotates very fast to lay helical tracks across the magnetic tape. In a linear video machine the recording head remains stationary, and the tape moves very fast to achieve the same result. According to the BASF LVR system

a length of tape shuttles backwards and forwards past the fixed head, which steps slightly across the tape at the end of each pass to lay a series of parallel tracks across the tape width. According to the Toshiba system a closed loop of tape, rather like that found in a car tape deck, is used. The system, runs continually past the head which also steps slightly across at the end of each full turn.

The advantage claimed for LVR is that it enables a small portable recorder to be introduced. The dream is that one day LVR recorders will be small enough to be incorporated in the body of a hand-held colour video camera. Meanwhile small VHS and Beta portable machines are available which are compatible with main powered versions of the same format and a V2000 portable is known to be under development.

The Inner London Education Authority has already backed the VHS system and many London schools have purchased VHS format machines to replay tapes made on that format by the ILEA television centre. This has given a considerable boost to the VHS format in the educational world. In fact although there is little to choose technically between them, in virtually all areas VHS has so far outdistanced Beta. But Beta machines now becoming available boast an interesting new feature which will be attractive to schools and is not yet available on VHS. This is called "fast search with picture". Normally when a video tape is wound fast through a machine, nothing is visible on the screen. But with the new generation of Beta machines a rapid action picture is displayed as the tape fast winds and this enables the user quickly to locate a particular sequence. A similar feature will also be available from some of the Philips and Grundig V2000 machines and it remains to be seen what VHS can offer in the response.

Double speed replay, slow motion and freeze frame display is already available as an optional feature from some VHS manufacturers and random access (available with U-Matic) is another feature which will soon become available as an option on some machines. Indeed other than the major format changes, for instance commercial introduction of V2000 and the LVR systems and any half-speed recording options on VHS or Beta, the main trend now is for each manufacturer to offer a wider and wider range of special facilities. In addition to random access, fast

and slow motion and freeze frame display, all manner of exotic programming facilities are now available which enable the user to auto-record several different programmes over a period of several days. The important point to remember about "facilities" is that one must be able to use them. One all-round advantage of the new trend towards ever more sophisticated facilities is that the price of the basic machines drops steadily. It is now possible to buy a Philips N1700 series or a Grundig SVR series machine, having need for less than £400. A new basic format VHS or Beta machine can be purchased for around £500, providing, of course, that the purchaser shops around for the best price.

When V2000 appears any remaining "old format" Grundig and Philips machines will probably be on sale even cheaper. Indeed, the advent of V2000 promises to create a considerable upset in the video industry. Potentially V2000 is a world beater, offering everything that every other system offers and more besides. However, the Japanese have built up not only a commercial lead with VHS and Beta (and U-Matic) but also an enviable reputation for reliability. All eyes will be on Philips and Grundig as they actually deliver live up to the expectations of those who have seen the prototypes perform.

Finally, it should not be forgotten that while there is all this activity in the video cassette tape arena, an even greater revolution is about to break. This centres on the video disc, superficially similar to a conventional gramophone record, which can produce colour pictures with stereo sound. Philips-Magnavox have already launched a video disc system in the USA and several other superlatively similar, but in practice wholly incompatible, rival systems are ready for launch in 1980 or 1981.

Philips, Arundel Great Court, 8 Arundel Street, London WC2. Grundig, Newlands Park, London, SE26. JVC, Eldonville Trading Estate, Sturges Corner, Priestley Way, NW2. Sony, Pyrene House, Sunbury on Thames, Middlesex. Toshiba, Toshiba House, Frimley, Camberley, Surrey. National Panasonic, Carl Myor, Berkeley Square House, Berkeley Square, London, W1.

## Bookguides

Audrey Laski

**Learning to Read with Picture Books**. By Jill Bennett. The Thimble Press £1.20. Also exhibition available from National Book League, £10.50 per fortnight to members and £14.50 to non-members.

**Non-Sexist Children's Books**. By Rosemary Stones and Andrew Mann. Spare Rib, 27 Clerkenwell Close, EC1R 6AT. 65p inc. p. & p.

**Bookpage**. By Peter Hyams. 10 Westside, Fords Green, London N2 9RS. 25p each on paper, 4p each on card. Minimum 50p.

There are so many books being published for children today, and they are of such good quality, that guides through the territory are welcome, and the more so as a particular need they are, the better. Jill Bennett's *Learning to Read with Picture Books* is a splendid compilation of the best of children's books, and a selection of reading schemes. Her comments on the way she uses the books with her pupils constitute a valuable piece of teacher education in themselves, and also seem to have found every lively and worthwhile picture book and simple story published recently. The update feature in their journal, *The Thimble Press* promises a Booklist Signal.

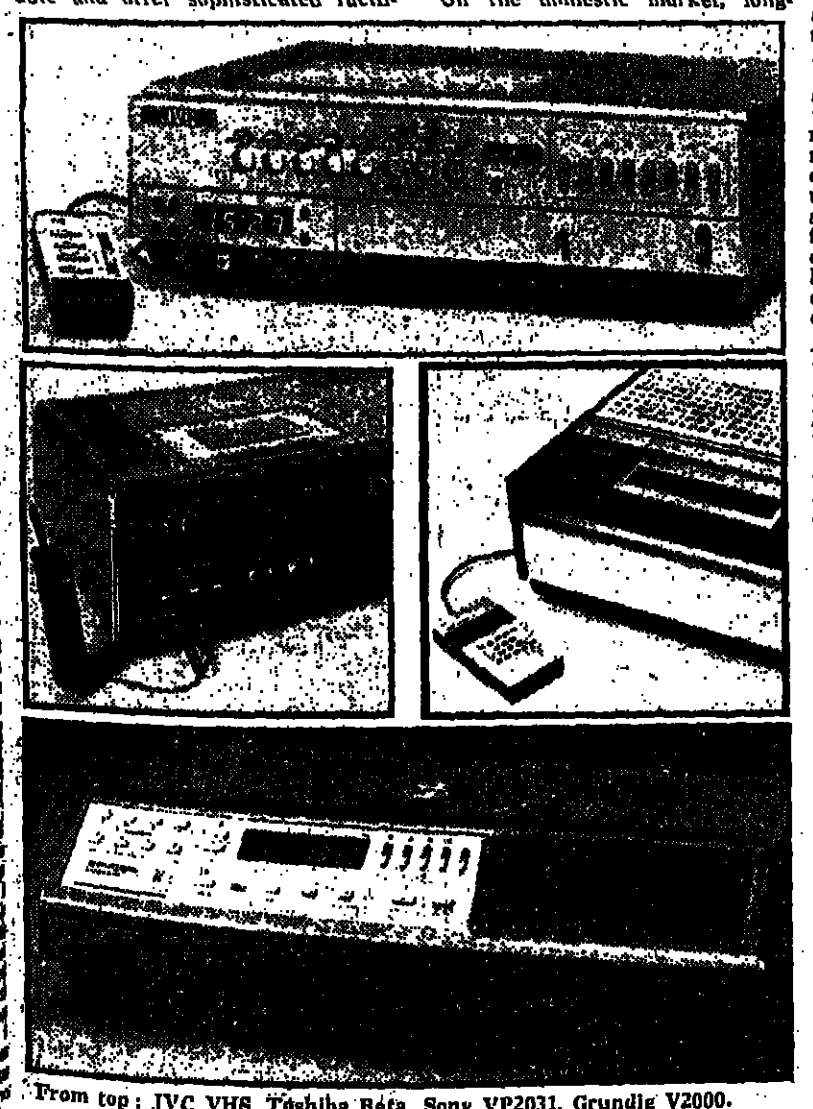
Many of the same books turn up



Thimbelina aboard the swallow in a detail from one of the delightfully nostalgic full page colour illustrations by Rita Beaton in a new edition of Hans Andersen's well-loved tale (*Dant* £2.95).

in the early pages of Spare Rib's list of Non-Sexist Children's Books. This is a useful list for everyone who wants boys and girls to have access to a good reading, that does not castigate stereotypes, and the more so as a particular need they are, the better. Jill Bennett's *Learning to Read with Picture Books* is a splendid compilation of the best of children's books, and a selection of reading schemes. Her comments on the way she uses the books with her pupils constitute a valuable piece of teacher education in themselves, and also seem to have found every lively and worthwhile picture book and simple story published recently. The update feature in their journal, *The Thimble Press* promises a Booklist Signal.

The boldest venture here is *Bookpage*, put out by a teacher, Peter Hyams, who is trying to meet the need of hardpressed secondary school English teachers for support in selecting and using a range of texts from among the vast quantities of children's novels appearing in paperback. For each of 20 very various books, he has written



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Five programmes for 11- to 13-year-olds designed to encourage a critical awareness of written and spoken English.

**Near and Far (Thursday, 11.0.82)**  
"Catastrophe" shows, in four programmes, the causes of earthquakes and volcanic eruptions and the efforts made to minimise their effect. This week 9 to 11-year-olds study the earth's crust, pinpointing the danger zones.

**Man (Thursday, 11.20 VHF4)**  
"The Future" is the first of a four-part story for 10 to 12-year-olds describing life in the city of U around 2500 ac.

**Listening and Writing (Friday, 11.2.82 VHF4)**  
A two-part unit on the legend surrounding Alexander the Great. 11 to 14-year-olds study his life with the aid of a filmstrip and are encouraged to use writing and comprehension skills in follow-up work.

**Religious Education (Friday, 14.2.82 VHF4)**  
"Extracts from Brecht's 'The Life of Galileo'" show the threat to accepted religion posed by scientists. 13 to 14-year-olds are asked to examine the development of science.



# talkback

## Teachers as childminders

Charles Frisby

Advance information from the University of Leicester's ORACLE investigation into work in primary classrooms suggests that, in attempting to deal with the learning problems of children as individuals, primary teachers have set themselves an impossible task. (Sunday Times, December 2, 1979).

What the report does seem to indicate, however, is that primary school teachers are very good at keeping children occupied. In other words, they are very good childminders.

I suggest the teaching profession should take this observation at face value. If primary teachers are only superior childminders, they might do well to exploit the position.

The going rate for childminding seems to be about 30p an hour per child. For superior childminding we might reasonably ask 40p. We assume a group of 30 children minded for 30 hours a week, 40 weeks a year. This makes a primary childminder worth £14,400 per annum.

What the teachers' unions should be negotiating then is a reasonable rate for "qualified childminders", that is, childminders who would throw in a bit of reading, writing and arithmetic with their custodial function. The government would then simply pay minders directly, according to the audited register of children in their care.

The scheme has a number of interesting extensions. Because primary minders would not be mainly concerned with intellectual, emotional, social and moral development, but only with reading, writing and arithmetic, there would be no need for core curricula, working parties, Schools Councils, Nuffields, HMIs (primary), advisers

(primary), education officers (primary), or headteachers.

In fact there would be no need for primary schools as such. Each minder would be a self-employed professional, hire a room (which could very well be in an existing but now redundant primary school building), screw a brass plate to the wall outside, display her certificates inside, and set up in business.

The minder would naturally pay for overheads, furniture and equipment, but these expenses would be tax deductible, since they would be regarded as necessarily incurred in the pursuit of one's profession.

But the advantages would be not only to the minder. At a stroke we could solve all the problems of accountability, autonomy and parental choice. The minder would publish her programme for the year, and parents would contract for their children to be minded if they so wished.

If they did not want to have their children minded professionally they would do it themselves, and the government would give them 40p an hour. But I suspect that most parents would happily spend their £480 a year on having a child minded, while they went out to work and earned £6,000 as lorry drivers, hospital porters or whatever.

If parents were not satisfied with the minder's performance, they could terminate the agreement and make their contract with some other minder—perhaps the one who had hired the room next door. In this way minders who could not keep their charges in good order would soon be out of business, while newly qualified minders would stand just as good a chance of making a good living as more experienced minders.

It would be payment by results, with the major difference that "results" would be decided not by some educational Mafia, but by market forces. This is already the case, except that teachers cannot command a realistic market price for their services.

Not need there be a limit to the

number of children minded, or the hours worked. Since there seems to be no statutory limit to the number of children who can be crammed into what are termed primary classrooms, a minder who wished to take 50 children could earn £24,000 a year. She might then employ an assistant minder (tax deductible).

More conscientious minders might take only 15 or 20—but the choice would be theirs, and there would be an opportunity for direct negotiations between parents and minders.

Eight to 10 minders might get together to hire a number of rooms within the same building, and thus form a group practice. There would be definite advantages. Minders could confer on the best minding methods; they could perhaps call in specialist consultants (who would no doubt be drawn from the ranks

of redundant primary advisers); they could even commission research into minding.

Minders could specialise within the group: some taking five and six-year-olds, some only backward boys, others gifted children; and the expenses of running such an establishment would be more economically spread.

A group practice would generate a number of routine tasks which might necessitate the employment of an intermediate grade clerical officer, or low grade administrator. Such a person would be engaged by the minders themselves, who would then contribute to his salary and each contribute to his employment.

His duties might include such things as coordinating and checking registers, filling out returns of attendance and registration, answering the telephone, writing letters and ordering equipment, supervising the dining room, stoking the boiler, and so on.

The scheme would have one great merit however. With a going rate of 50p an hour a child, a minder could earn £2,500 per annum. Such a prospect would undoubtedly attract those extremely able people who at present are available in large numbers in Parliament, in education and educational research.

With people of such calibre, our childminding rooms, we might conceivably be able to build a new education service.

Charles Frisby is head of Conhouse Green Junior School, Croy.



## Life in the hothouse

John Price

Now that the future for many secondary modern schools is assured, spare a thought for those unfortunate pupils who will be assigned through no fault of their own to the grammar schools. They especially the bright working-class children who are forced into these elitist garisons just because they happen to pass the 11-plus. (Who said the Tories weren't in favour of closed shops?)

Let my own disastrous success be a warning to those who want more of the silly schools. Success because according to the system I was a success. Disaster, because I know what happened to me as a person in the process.

At the tender age of 11 I was uprooted from my primary school security and thrust into an academic hothouse.

When the results were announced, the eight pupils who had passed for grammar school were each bought an ice cream, which we were made to eat in the front of the class under the admiring eyes of the teacher and the envious gaze of our classmates.

## Giving children a choice

Lynn Kerr

With the lack of specialist support, many headteachers of small primary schools undertake responsibility for working with their less-able readers. Traditionally, children have a "reader"—a book selected by their class teacher from a reading scheme appropriate to their reading age. There is often no element of choice, as children are

it took me 15 years to even wonder what those kids must have felt. At the time I just enjoyed the feeling of being a chosen one, a special case.

At home my father reinforced the feeling of superiority by buying me a new bike. My success only proved what he had believed, that we were a cut above our neighbours.

They were only miners, shipyard workers, scrummers and they voted Labour. My father worked for a insurance company, dressed neatly, talked posh and voted Conservative. In a just world, he believed, he would have his own house and not slum it with the riff-raff on a council estate.

The split with my primary school friends, however, came when they gave me the push. They slurred me as soon as I donned the grammar school uniform. That really set me apart—especially as we had to wear caps in those days.

Homework confirmed the separation. There was no chance of communicating with my ex-friends in the evenings now. While I copied news from biology textbooks about the life of the amoeba, they were all up in the local quarry finding out about the facts of life first-hand.

They lived for the moment, for pleasure. I lived for the future, for self-sacrifice. Postponement of gratification, I think it's called. The

trouble is, the longer you postpone, the more chance there is you don't know how to enjoy it when it happens.

At the High School, as we called it, I lived in awe of the teachers in their flowing gowns. I loved the rituals—the pages of state scholars printed on boards, the presentation of prizes, the slapping of palms, the white cap you won for playing regularly for the first XI.

I tried to please and succeed and I was rewarded with badges and responsibility—form captain, prefect, soccer captain, school prefect. I ended up winning an open scholarship to an insignificant university.

No ice cream this time, but a handshake from the head on the stage in front of the assembled school, and public praise. I really thought I was the bees' knees. I learned later, however, that some-where along the way I'd lost my real self. I'd acted a part so long I couldn't manage without a script.

There was the business of school. My rough, Goordie was considered unsuitable for the professions for which I was destined. So I had speech training to soften the vowels and remove my glottal stop. The result was a strangled, hybrid, unsuitable for anything but a zoo.

More serious was the belief I acquired that I was a scholar. All I was good at doing in fact was

memorizing notes. Consequently, I passed examinations without much bother.

But I never loved a subject for its own sake. It was all an act. I pretended I liked books. I hadn't read in order to please teachers and examiners. They believed me.

Going to grammar school did teach me how to run. I learned so well I won the school half-mile three years in succession. It had nothing to do with tuition, however.

The reason for my prowess was that my journey to school lay across the path of the Hill Mob who attended the local secondary modern. A gang of them started victimizing me.

I remember a large open expanse of waste ground that took all of two minutes to cross. If the mob saw me there, the chase was on. I dashed like a frightened hare through the long grass and scattered bricks, before finding cover in the gardens of the surrounding council houses.

My salvation was due to a very strong desire to avoid physical pain, and natural athleticism. The slights of fate turned my self muscles to iron. Jogging has nothing on it.

To have felt fear made it easier for me to use fear as a weapon when I had the chance. Grammar school gave me that chance. The system created an elite within an elite. Prefects had special privileges.

Benetstown stories, and Charlie and the Chocolate Factory, and The Lion and the Giraffe, both by Roald Dahl, all proved popular choices.

A few chose more difficult "readers". To see, I think, if they could read identifiably harder books like those read by their more able peers. Interestingly, many children still carried their original "reader" with them, tucked under their arm, as if it were a prop or an old friend they would not let go.

I quickly learned which books and stories lacked appeal for individual children. And it was at this time that it became obvious that the choice of books provided by the school was inadequate in number,

in return we did duties and the staff should have done, in supervising the homework room, lunchtime. It was supposed to make us feel responsible and mature, but it also made us superior and arrogant.

I remember in particular a prefect's court where we gathered to inflict punishment on little boys for minor offences. We were really ridiculously severe and at times sadistic, laughing at the kids we reduced to tears.

The grammar school system was designed to rescue people like me from our uncultured, uneducated, parochial family environment. In theory it succeeded with me. In the process I became lost.

from my social roots, and I had an identity crisis ever since. I moved awkwardly in a middle class environment. I was gauche and crude. Yet in working class society I am an outsider, self-conscious and tense, rejecting and rejected.

I know that comprehensive schools helped to prevent such conflicts. I have tried to describe, and I saddens me that children will be taught to pretend to be what they aren't, and end up being nothing.

John Price is head of English at Washington School, Tyne and Wear.

subject matter and their different levels of reading difficulty. It is to accommodate the needs of all children, because by now the demand for second choice books had spread throughout the junior school books had to be purchased or borrowed.

In advocating this approach with slower readers, it is important to know well both the children and the range of stories available for them. Equipped with a book of their own choice, a less able reader will no longer be reading a chore, but a pleasurable activity.

Lynn Kerr was until recently head of Curriculum and Endowed Primary School, near Rochford, Essex.

# endpage

## Where has all the knitting gone?

Malcolm Gooch on the difficulties teachers face in trying to fulfil the

spirit of the equal opportunity legislation

The Equal Opportunities Commission (EOC) has recently supplied schools with its booklet *Do You Provide Equal Educational Opportunities?* described as a guide to good practice in the provision of equal opportunities in education.

It is a good guide, tightly packed with information about the law on sex discrimination, and listing the pitfalls that exist within schools to nullify the spirit of the Act. Here the problem lies, for it is the spirit of all people we are talking about, not just teachers. It is the subconsciously learned patterns of male or female behaviour, which arouse expectations in the young of their future position in life, which are so hard to change, particularly in schools.

Faced with seemingly entrenched sexist attitudes in children, it is easy for teachers either to give in, accept the status quo, or to try to force unisex organization and activities on to segregated and recalcitrant children. Neither course is satisfactory. What needs to be found is a balance between rightly implementing the law by opening up single sex courses and activities, and dispensing with those organizational structures which suggest discrimination without actually exercising it.

Opening courses is fairly easy, although there is sometimes opposition from teachers with fixed views about what are male and female activities. But with the opening must go propaganda which seeks positively to encourage boys to consider what were previously seen as girls' areas, and vice versa. Unfortunately, problems can then arise.

What happens when a course such as engineering becomes full with boys and girls, leaving out a number of boys who, had it been a single sex option, would have got a place which they feel is vital to their future? What they see is girls who are likely to get married, have children and become housewives, taking career chances from them—who will have to work all their lives.

The sad thing is that when all these doubts

and fears are discussed with groups of pupils, more often than not girls agree with boys about this. Female liberation may be rampant in certain parts of the community, but it is certainly not rampant in schools. My experience with 15 and 16-year-olds suggests that boys, not girls, hold female liberation to be more important.

Of course, when a child speaks, his parents, peers and teachers are speaking too, so it would seem important to concentrate on parents as well as schools with equal opportunity information. But what about the organizational structures of schools; does that suggest reinforced discrimination in a hidden yet powerful way? And if so, how can we change those influences?

In their booklet, the EOC point to some of the activities that might emphasize sexual difference in negative and therefore discriminatory ways. For example, do boys and girls line up separately to move about the school? Are boys given the unexciting, monotonous tasks requiring little or no sensitivity? Are boys and girls segregated in classroom and assembly seating arrangements?

The answer may not be an easy "yes" or "no". In my school the answer is "no, they are not segregated by class", but "yes, they are segregated by choice". They are encouraged to mix during assemblies, but they choose to sit separately, unless vigorously deterred; they can choose where they want to sit in classrooms, but they sit in a block of girls and a block of boys. They frequently line up outside classrooms in separate lines but this, as well as assembly arrangements, were traditional forms of grouping which reinforced a natural tendency.

Another area is the school register, filled in two separate blocks: boys first, girls second. Perhaps we should change this? How powerful is the influence on girls of being segregated and then placed in second place on paper for administrative purposes?

There are arguments, administrative ones, for having girls and boys separate on registers; it makes location of a child much simpler, it helps in drawing up medical lists, or when searching for rapid totals regarding numbers of boys and girls. But are these valid arguments? Teachers we should be listing children alphabetically and spending a little longer in our administration, if the result may help in time to affect segregation attitudes.

The EOC has it right, of course; there are so many examples, affecting the staff as well as the pupils. When we have an event in the evenings, it is usual for the male deputy head to arrange the furniture with a suitable group of boys—either volunteers or the draft, while the senior mistress, with a suitable group of girls, will do the flowers and the scenery. The tragedy, if tragedy it be, is that this is the way most of them want it, and he who tries to alter it may have a lot of persuading to do.

The pursuit of academic qualifications seems to have led to a decline in those skills traditionally held by women. In a brief survey of a sixth form group I teach—14 young women intending to be teachers—the incidence of skills largely, if not exclusively, the activity of women through the ages (crocheting, knitting, needlework, dressmaking) was almost non-existent. Only one professed to having all these skills, and several had none. These are the sort of young women who probably would have had such skills 30 years ago.

The sad truth is that, whereas change is affecting the female, it is not affecting the male to the same extent. Men are being "moved over" to allow places for the women in what was their part of society, but the opposite does not appear to be happening. I am certain there has been no corresponding increase in needlework, crocheting, knitting and dressmaking skills in boys.

So we are in danger of losing an important part of our culture, as more and more women abandon their age-old feminine role—so frequently forced upon them—and turn to other activities which are felt to be more rewarding—or is it more important—in the eyes of society?

How do we prevent such losses? By persuading, encouraging, insisting that boys pursue traditional female skills? Does it matter? I think it matters to many people, but doing something about it is more problematic.

Perhaps the main thing about the role girls and women have been cast in has been the feeling of its inferiority, and therefore of the inferiority of any skills or crafts associated with it. Who wants to be engaged in inferior activities?

Against this, the covert aspects of discrimination become vital—the law should deal with the overt aspects. If we seek consciously to change everything that we do which suggests an order of preference based upon gender, we might in time begin to change what has seemed for so long to be a natural order.

Let us start by paying home economics and needlework teachers the kinds of allowances that heads of engineering and craft get; let us find some men to teach them and some women for the engineering; let us find more headmistresses; let us stop lining up boys and girls separately under all circumstances; let us abandon the rule that a girl always enters a room first; let us stop filling in our registers with boys first and girls second; let us stop downgrading, even in our thoughts, those skills, some of which we mentioned here, which have been traditionally female; let us all attempt, as the EOC asks us, "to absorb the spirit underlying the legislation" and to raise the consciousness of everyone involved.

Malcolm Gooch is head of Stanbridge Hall, Banbury School, Oxfordshire.

## Bring on the girls

Helen Freeman and Zeldia Isaacson call for more research into the reasons

for girls' underachievement in mathematics

A person's sex has been, and still is, important in determining how far he or she goes in a career in mathematics. Are boys more talented at mathematics than girls? Or is it more a matter of social conditioning?

It is giftedness in mathematics genetically determined and rarely shows itself except in males, rather like haemophilia? Or is it more likely that the way we bring up our children and the way we teach them mathematics favours boys rather than girls?

Until recently most teachers took it for granted that boys could achieve more than girls in mathematics. Now, however, with our greater awareness of sex discrimination, and our desire to promote equality of opportunity, mathematics educators are asking these questions at national and international conferences.

We are lagging badly behind the Americans and the Australians in carrying out vital research into sex differentials in mathematics achievement. In Australia the possibility of sex discrimination is considered so important that, after the publication in 1975 of a Schools Commission report, *Girls, School and Society*, a woman's adviser was appointed for each state.

Denise Bradley, the adviser for South Australia, has just applied for funds to the Educational Research and Development Council for a major research project on girls and mathematics; and this isn't the first Australian project in this area.

In America, a vast body of research literature is being accumulated, sponsored by the only major research project has been the only study, now in its last year, at Sheffield City Polytechnic. The only other work is by individuals studying for higher degrees. Even the Equal Opportunities Commission

Social Science Research Council Joint Panel, which sponsors research into women and disability, is not funding any investigations into girls and maths.

At the conference on sex differentiation and schooling held at Churchill College, Cambridge earlier this month, the problems of girls' underachievement in mathematics was given an important place. Elizabeth Penne, of the University of Wisconsin, whose work in this area has achieved international recognition, spoke on "Success in Maths".

However, as people at a recent conference held by the British Society for the Psychology of Learning Mathematics (BSPML) pointed out, it would be a mistake to think that research from abroad, although useful, could be adopted wholesale in Britain. Cultural and social differences make it essential that we do our own basic research. And regional variations mean we have to be careful about drawing nationwide conclusions from localized investigations, as the Sheffield researchers have emphasized.

Although we can expect the findings of, for example, the Assessment of Performance Unit to give us more data about the relative achievements of boys and girls at different ages, we cannot expect any insight as to causes from this sort of monitoring. And unless we know the causes, we can make no decisions about whether we can or should do something about it.

The mathematics educators at the BSPML conference tended to think that the differences between boys and girls were culturally conditioned rather than innate, though they were wary of making too many generalizations. Among the suggestions of which important social factors could be playing a part is the view still held by so many young people and their parents that a boy's future

career is more important than a girl's. Parents, on the whole, want to see their daughters happily married and secure, but what they want most for their sons is a good job. If, as a result of this, parents encourage boys to succeed in mathematics more than they do girls, and failure in mathematics is more acceptable for a girl ("Never mind, dear, I wasn't any good at maths, either"), it wouldn't be surprising if girls gave up more easily.

Several teachers at the conference pointed out that though boys did not mind if girls came top in the "soft" subjects like English and History, they minded very much if girls beat them at maths and physics. This, they thought, went some way towards explaining the way in which, contrary to expectations, girls did not do as well at maths in mixed schools as they did in single-sex schools. Most girls, it was suggested, are more worried about being popular with boys than about school success.

The possibility that some teaching styles might favour one sex more than the other in mathematics was also discussed. Many people thought boys and girls often had different learning strategies, linked with differences in the ways we bring up boys and girls.

Girls, for instance, seem less willing to learn by rote than boys, and they often wanted a set way of solving problems. This could be connected with the way we expect small girls to be less adventurous and more willing to do as they are told than boys. How far does this explain why girls in mixed classrooms participate in discussions so much less than boys, and refuse to compete?

Girls in single-sex schools have to take an active part, as the head of mathematics of a girls' school pointed out. The lack of participation in itself could be another factor in girls' underachievement in mixed schools.

Another factor affecting performance in mathematics was thought to be the different ways boys and girls are encouraged to use. Though both boys and girls play with Lego, Meccano and dolls (after all, Action Man is a doll), the amount of time boys spend on constructional toys which encourage spatial abilities of the kind which may be important in mathematics is, in general, far greater than that spent by girls.

However, none of these suggestions can be regarded as more than informed speculation. Is this good enough, at a time when the leaders of Britain's telecommunications industry are worried that Britain will lose business to the rest of the world because of a shortage of maths and physics graduates?

The supply of future mathematicians and scientists is adversely affected by the failure of able girls to study A level maths, a decision which filters them out from areas of employment where there are still more jobs than people.

The shortage of maths and science teachers in schools creates a vicious circle, as many young people, both girls and boys, are turned off those subjects by lack of good teaching. If only we really knew how to encourage more girls to carry on studying maths, the cycle might be broken.

The statistics show that the proportion of girls with O level passes in maths who go on to A level is much smaller than that of boys who do so. This sizeable number of girls who could study A level maths but do not are our most readily available source of talent both for teaching and for industry.

Helen Freeman was recently visiting associate professor in the department of educational policy studies, University of Illinois; Zeldia Isaacson is lecturer in mathematical education, Polytechnic of North London.



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extra

# Children's Books

## Where have all the humans gone?

Virginia Makins on picture books

There seems to be a conspiracy among publishers and authors to protect young children from books about real people. Instead, they stick to animals. A recent batch of new picture books produced half a dozen about field mice, two featuring rather fuzzy crocodiles, and sundry with dogs, cats, chimps, moles, grasshoppers, wolves, bears, whales—your name it. In fact, everything but the human race.

It's not that animal books can't work, and indeed say a good bit about the human condition. There are highly successful modern folk-figures in the footprints of Beatrix Potter and Kenneth Grahame. But it does seem that something has gone badly wrong, when animals make up the main part of a young human's literary diet. Writers like Shirley Hughes and Helen Young who write well about modern children can be counted on the fingers of one hand.

That being so, perhaps we should be thankful for the authors who do the animal bit well. Arnold Lobel is at his unbeatable best with Grasshopper on the Road (World's Work £2.95). Grasshopper is a traveller, like all the best travellers' tales this tells of the odd characters and cultures he meets along the road.

There are beetles who worship morning, a mosquito ferryman who works by the rule book, ritual-bound butterflies and others. It is very funny, though provoking for children who want to know about an object lesson in how depth and wit can be injected into a simple text for beginning readers. The pictures are delicate, lively and very expressive, as Lobel's always are.

Children seem to respond to animal books with most enthusiasm where the subjects are altogether human—Franz Brandenburg and Aik's fieldmouse family, for instance. Nice New Neighbours, Six New Students, and What Can You Make of It? (Hamish Hamilton £2.95 each) all say plausible, somewhat moral things about children's everyday lives with a light, witty touch in bold text and pictures.

The first is about moving house and (if you care to read it that way) racial, ethnic, and such like differences. The family's new neighbours—lizards, grasshoppers, snails—will not play at first. But they all get together to act a really funny version of Three Blind Mice. (and



Eric Neggar's sharp pen and ink illustrations for "Pleasant Fieldmouse's Valentine Trick" by Jan Wahl (World's Work £2.50) are much the best thing about a rather bland and unconvincing little story.

and tells a pretty 'fay' story of a mouse who discovers music when she finds herself making a statue of a mouse flautist out of Purinesan cheese.

McDoo (Andre Deutsch £3.25) is an attractive story of a long distance racing pigeon. In an important race, he cuts loose from the straight track home to industrial Glasgow. Cocker's finds and hatches a crocodile's egg—to the disapproval of her conventional egg-laying sisters. But the croc saves them all from a fox. The pictures are bright, primitive and lively.

Pascalle Allamand's The Animals who changed their Colours (Cape £2.95) is another bright, colourful everyday offering for younger children. A polar bear and a whale decide they are bored with their colours, and head off towards the tropics to try to change them. Other animals, like a frog and a snake, succeed in finding various dyes (jolly pictures, with the whale

bright red). But a parrot tells them the point of their original colours, and they wash off and happily return home.

The pictures are everything in Eleanor Schmid's The Lonely Wolf (Blackie £3.95). There are lavish, detailed illustrations of the various animals who refuse to take in a baby wolf left behind by the pack. Here the primitive style is pretty sophisticated, and the book seems designed more for fellow-illustrators and aunts than children.

The Story of Fieldmice, by Una Jacob (Dent £3.50) is an odd production. A colour-coded, semi-scientific text (words like habitat, territory, colony, etc.) runs down one column of each page, framing a conventional picture book story about a fieldmouse and his family. It is a sporting try, but the two levels do not mesh. The scientific one occasionally gets ridiculously over-simplified: "The females eat their young as just soon having children. This sort of thing is known as stress." And the story is a bit dull. It might have worked better if the science vocabulary had gone into the story—too few authors cash in on young children's capacity to learn endless new words by introducing them to accurate scientific ones they will need later on.

"The book has two misprints—'two many' and 'the' for 'they'." Cocker's Egg had another two, and another new word, but one more. It is extremely odd if young children's books are now going the way of all 'prize'—perhaps Dent could find a way of 'proof-reading' its foreign imports.

Stevenson's Monty (Collins £2.95) is a very entertaining story where plenty happens, and there is a nice undercurrent of moral. Monty, the crocodile (or rather alligator—like so many good children's books, this one is in American) ferries Arthur, Doris and Tom, across the river to school every day. And the children (or rather the rabbit, duck and frog) complain daily about the ride. Then Monty decides to take a long vacation, and they discover all his virtues.

Stevenson's strip cartoon technique makes for very fast and lively reading; the pictures are full of life and expression, and who cares if it's about animals again: it's funny.

## What they said in 1979...

'Right, pay attention, because here's a marvellous book.' *Guardian*

Anno's Italy Mitsumasa Anno £3.50 370 30214

'takes off from the first page... *TES*... Pull of zest... *Now!*

Up and Up, Shirley Hughes £2.95 370 30179 x

'Stunningly simple... *Time Out*

How Do I Put It On? Shigeo Watanabe £2.50 370 30206 0

'A perfect example of the late Mr Ardizzone's intimate art.' *Evening Standard*

Diana and Her Rhinoceros Edward Ardizzone £3.25 370 00736 0

'good clean, often hilarious, American fun... *Punch*

Tales of a Fourth Grade Nothing Judy Blume £2.50 370 30171 4

'witty and charming, magic and profound... *TES*

The Green Man Gail E. Haley £3.50 370 30057 2



## ...about books from The Bodley Head

### Scale 1 Posts

**SUFFOLK**  
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### Modern Language

**Other Posts on Scale 2 and above**

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## Chinese boxes, rabbits in hats

Rachel Blake on anthologies of short stories

Tales out of Time. Edited by Barburn Ireson. Faber £4.95

Thrillers, Chillers and Killers. Edited by Helen Hoake. Dent £4.25

The Spitfire Grave and other Stories. By John Gordon. Keats £3.50

Eyes of the Wilderness and Other Stories. By Charles Roberts. Dent £4.50

The Thirteen Footprints and Other Stories. By Arthur Catherall. Dent £4.25

No Surrender! and other Stories. By Arthur Catherall. Dent £3.75

*Tales out of Time* is a collection of uncanny stories, most of them by contemporary British and American writers, based on a manipulation of time. These which have a strong thread of human relationship, such as John Wyndham's *Peepholes* or a point about humanity, as in John Christopher's *Blamish*, to tie them to reality, are more satisfying than those based purely on spookiness, such as incredibly speeded-up life of the 1959 man in Michael Matheson's *Deadline*.

I particularly liked Bob Shaw's tragic and ironic story of human relationships, *Light of Other Days*, set in a future of barren cityscapes where people have windows of "slow glass" which slows down the speed of light to such an extent that it will register and play back to them over a period of years the beautiful landscapes in which it has "matured".

Of the stories by older writers, do in Mary's *Godmother* showed up as rather fanciful and gentle for today's taste, but the pieces by H. G. Wells, an excerpt from *The Time Machine* and the *New Accelerator* stand out in their power to excite: "I saw trees growing and changing like puffs of vapour, now brown, now green; they grew, spread, shivered and passed away." Fear of the precariousness of the invention that could go awry and destroy the inventors is an element missing from the smooth future technology envisaged by contemporary writers, for instance Ray Bradbury's machine to

translate human beings into the cubes and pyramids of another time dimension in *The Shape of Things*. But his story *A Sound of Thunder* achieves a similar literary quality in the description of a journey back to prehistory "all and everything cupping one in another like Chinese boxes, rabbits in hats, all and everything returning in the fresh death, the seed death."

Despite the title, forward and paragraphs of blurb that introduce each story, all designed to titillate the reader with expectations of horror, *Thrillers, Chillers and Killers* is an even better collection, perhaps because variety was not limited by the time theme.

Stories like M. E. Connelman's *The Illusion of Señor Perez*, which is based solidly on the characters and landscapes of the Andes and the psychology of the agent Joe Conti, compel one to accept its supernatural element. E. F. Benson's marvellous *The Step* marches forward with Biblical inevitability and seems totally convincing as a hallucinatory experience. The insights into the minds of a lonely girl and a psychopathic killer, and the ability to visualise every significant detail gives William Sanson's *Various Temptations* its power, notwithstanding its predictability. The half-life characters that inhabit a department store in John Collier's *Evening Primrose* draw one into the fantasy as surely as *Through the Looking Glass* does. These are more rewarding than stories like W. F. Nolan's *Dead Call*, which rely on a single idea, such as the horror of a dead man talking on the telephone, to make their effect.

John Gordon's collection, *The Spitfire Grave*, is also a collection of a boy's obsession to be certain of the identity of his father, led on by what is said by a crazy survivor of the First World War friend's father.

The tensions and intuitive understanding of one another that those adolescents have is beautifully conveyed in this and several other stories. Chiv Cheevers in *Vandal* has much of T. in Greene's *The destructiveness* in him, but when his destructiveness turns against himself and he walks towards the edge of a high roof in the dark it is the empathy of his friends willing him back that saves him. The feeling of being 13 and "riding a bike

that rattled", and the boy's view of the police who seem to be "looking at you through the slits of a gun turret" is convincingly realised in *Without a Mark*. There is variety in these nine stories. *All the Children* is a more traditional ghost story about long-dead children playing in a churchyard. In one of two short near-poems, *Dover*, the child is in the tracing of the relationship of a damaged childhood to the adult activity of dowsing. Young adults and anyone who cares for them should engage well with these.

*Eyes of the Wilderness* (published January 24) stories written in the twenties and thirties by the Canadian naturalist Charles Roberts are more descriptive pieces than true stories. They illustrate qualities of courage and endurance in animals. There is even self-sacrifice in the interests of the survival of the tribe when a sentinel snowshoe rabbit is killed by a lynx with his companions. Their slow-moving quality and detailed description would make these pieces attractive only to true wildlife addicts who can also take its naked savagery. The stories are excellently supported by black and white drawings by the animal artist Brian Carter.

In the two selections of adventure stories for rather younger readers, *No Surrender* and *The Thirteen Footprints* by Arthur Catherall, survival is again the crucial theme. Certain principles run through these stories—the characters are superbly skilful in whatever is their craft, a serious turn in events can always be twisted to destroy the hazard, and success is inevitably the final outcome. Hardly on a par with the

department store in John Collier's *Evening Primrose* draw one into the fantasy as surely as *Through the Looking Glass* does. These are more rewarding than stories like W. F. Nolan's *Dead Call*, which rely on a single idea, such as the horror of a dead man talking on the telephone, to make their effect.

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The return of a favourite, Raymond Briggs' delightfully humorous "The Mother Goose Treasury" is available again from Hamish Hamilton, £6.95 for over 400 rhymes and nearly 900 illustrations.

## Bloody adventures

Naomi Mitchison on Scottish stories

Tales from the Borders. By Winifred Flinlay. Kaye and Ward £3.95, 7182 1225 3. Tales from the Hebrides and Highlands. By Winifred Flinlay. Kaye and Ward £3.50, 7182 1193 6.

How often can you retell an old fairy tale? Well, perhaps you can retell it often, but your audience is listening. But writing is a rather different matter and some of these stories have been rewritten almost too often (I even wrote a variation for the *Illustrations* in the other volume. Here, I think, we have the originals, one or two of which may well be based on stories collected by the School of Scottish Studies. These are singularly unromantic, Campbell's Tales are another story, and many of these can certainly stand retelling.

But what do today's children think of them and their characters? The poor fisherman, the miller, the fish dealer, the man with the deep-frozen horse? The magic horse—Isn't it more sensible to be a plane? Swords aren't as good as guns. Milk comes in bottles. How to transport an urban audience into the green fields, let alone the hills of the Fairy Queen? Well, it is certainly worth having a try, for the sake of those few, or perhaps many, who can be awakened to see through the story teller's eyes.

## Journeys for the superstitious traveller

Stephen Corrin on Welsh tales

Tales of South Wales. Written by Kate Radford. Skilton and Shaw £3.95, 7050 0079 G and £2.40, 0080 X.

Anyone who at the end of this book does not know that tylwyth teg and cannyll corph are the Welsh for fairy folk and ghostly candle ought to be made to write them out one hundred times, so recurrently does the author, through the translation at us. Though Welsh-language readers in particular should find these stories absorbing, they may well feel annoyed to see every single snatch of Welsh dialogue invariably followed by its English counterpart. The text often reads like an expanded literary guide, linking the eerie happenings of time past to contemporary locations, listing the modern trunk and secondary highways which have replaced the old stagecoach routes, and reassuring the superstitious traveller by enumerating the best sent-day activities which have superseded the quality uncanny occupations by bygone times.

References to the innumerable hillside parishes and remote farmsteads in Gwent, Pembrokeshire and elsewhere may fascinate the local but will not, I think, pull in the tourist, for the simple reason that their interest is not sufficiently bizarre. The stories themselves, rescued from sea and pit, traditional legends, and anecdotes of the supernatural, are the garnerings of schoolchildren who have racked their grandparents' memories for tales they themselves have culled from their ancestors. The attractive illustrations, too, are the work of pupils and art students.

But does the section headed "Strange Occurrences" really warrant inclusion? Even the glibly written surely find it difficult to read anything fearsome in them. Finally, I feel distressed to have to disagree with the lovely Welshman, Wynford Vaughan-Thomas, who tells us in a foreword that "the tales are told as they originally intended, unpollished style." On the contrary, they are the marks of a superimposed uniformity, presumably the work of Mr Radford himself.

## Sweet sixteen and never...?

Andrew Davies on novels for teenagers

Biddy Grant of Craigiehill. By A. C. Stewart. Blackie £3.95, 216 90756 X.

Go Well, Stay Well. By Toecy Jones. Jolly Head £3.95, 370 30176 5.

Luke and Angela. By Christine Nostlinger. Anderson Press £3.95, 905478 64 9.

My Blue. By Sam McBratney. Abelard £3.95, 200 72507 1.

Gawie Corby Plays Chicken. By Gene Kemp. Faber £4.50, 571 11405 9.

We all know what a novel for children is like. But what about a novel for adolescents? To judge from those I have read, it is about the Journey to Maturity and it involves grappling with Problems. It is strong on confused feelings and short on humour. The characters think about sex, but do not have it, especially not with themselves.

No, to be fair, they are not all like that, and even when they are like that, they are not all bad. Take Biddy Grant of Craigiehill. She is the kind of girl who takes three days to eat a box of chocolates: she feels a special thrill at the touch of a young man's hand, but her intimate caresses are reserved for an uninitiated retriever called McHugh.

She is, it seems, to inherit Craigiehill (lochs, follies, ducks and stags for the slaughtering) but fate intervenes in the shape of cousin Gideon, the way from Canada to contest the will. He keeps Biddy in a constant state of piggishness with his conversation (a shrewd mixture of camp bitchery and sappy poetry) and his swift light kisses.

The story moves deliciously slowly. Biddy changes her skirts and jumpers, regularly, and though a family feud develops, the pace is slow. After some unconvincing skirmishes on the fringes of crime, Tavenor returns to civilisation in the form of Big Beulah ("how real her body felt"). Not much else feels real in this book, especially the dialogue: ("Oh, quit worrying. Your dark secret's safe with me.")

Luke and Angela takes us into the world of the prosperous Australian middle classes, and very enterprisingly too. I have to report that there is one that boring cousin Neil in the background.

## Merrie greenwood

Robin Hood: His Life and Legend. By Bernard Miles. Illustrated by Victor G. Ambrus. Hamlyn £4.50, 600 37606 0.

It is high time that Robin Hood was taken out of third rate pantomime and re-established as the great folk-hero of England, having equal stature with King Arthur, who belongs to Britain. Bernard Miles can be congratulated on making a move in this direction, as he sets out to involve his young readers (this book comes within the nine to 12 age bracket) with the noble outlaw's place in the countryside of north-east England; and to give them an understanding of the way life went on during the early Middle Ages, when the adventures happened.

Indeed he has tried too hard. For in equating Robin Hood with the life of a single individual, whose biography can be compiled by a paraphrase of the ballads, he has had to ignore both the penitential controversies of scholarship and the essential romance of folk lore. This would be more forgivable if he had had the grace to tell his readers that the Robin Hood, born in North Yorkshire around 1170, on whom he bases his story is but one of several Robin Hoods or Hodes active in the North-East between the twelfth and fourteenth centuries. To their consternation the children will certainly take up the suggestion of consulting the books on Robin Hood in Nottingham City Library.

One other complaint. It's excellent that the readers of this book should be encouraged to seek out and visit the places connected with the Robin Hood stories; but those who take up this good idea will find the maps which serve as endpapers more tantalising than helpful.

Shirley Toulson

## Treasures

Marion Glastonbury

Verse and Various. By Charlotte Hough. Dent £3.75, 0 460 06892 X.

The Children's Book of Funny Verse. Compiled by Julia Watson. Faber £3.95, 0 571 11467 9.

A Flock of Words. Edited by David Mackay. Bodley Head £5.95, 0 370 01105 8.

Now that tots sing advertising jingles instead of nursery rhymes and the only verse-form found universally in schools is the hymn, the belief of many teachers that children dislike poetry is often a self-fulfilling prophecy. For some educators, poetry indicates a frivolous detour from the straight and narrow path to literacy. For others, it represents the disorientation of a dauntingly lofty ideal, a dispiriting grandeur.

To counter these preconceptions, three anthologies invite children of different ages to approach the poetic mode without reverence and to make themselves at home.

Charlotte Hough's assorted writings are intended for three-to-six-year-olds, and her neatly expressive drawings of inquisitive dogs, fat of a young man, and children reminded me of Ernest Shepard. Indeed, hers are the only boys since Christopher Robin to wear smocks, and the improving shape of her plots is pleasantly old-fashioned.

May help the punishment. It always does, of course: consciences are tender, dragons reform, brothers learn to love baby sisters.

Humour risks becoming (as the writer says of a tortoise) "ponderously sporty". There are five visual puns on the word "tortoise" which will perplex the infant public that bedtime-storytellers will be kept up half the night giving fruitless explanations. Still, altogether it's a lively and felicitous miscellany that celebrates nonsense. Like Wisley, Charlotte Hough's fictional village, it advertises its "very nice slant very nice people, very nice everything".

Never mind. This is the one book in the house that would quell the howling mob at ten to four on Friday afternoon, if Miss or Sir could stand the self-exposure. And books like that are really rare.

Nastiness, on the other hand, is the point of most of the jokes in *The Children's Book of Funny Verse*, where slime and gore, worms and moorers, fractures, and fatalities gratify the Schadenfreude of the junior age group. Willie built a guillotine. Tried it out on sister Jean. Said mother as she got the mop: "These messy games have got to stop."

Although these *Odd Bods* and *Funny Folk* come from distinguished sources, the names of the authors are slightly omitted from the table of contents (Heinrich Hoffmann's translator gets no mention at all), and some of our most acknowledged writers are here represented by a disappointingly damp squib.

Hilaire Belloc, T. S. Eliot, Russell Hoban, A. A. Milne, Spike Milligan, James Reeves and Michael Rosen all appear somewhat below par: consequently, Charles Causley, Gregory Harrison and Ted Hughes are on time form. Where possible, original drawings have been reproduced—as in the selection from Lewis. The remaining illustrations, by three specially-commissioned artists, struck me as both grotesque and humul.

No pictures adorn David Mackay's classic collection, but it is a beautiful book nonetheless, impeccably indexed and annotated, with a word or two on the provenance and period following each poem. In a passionate introduction, Mackay describes how, over many years, he collected his own favourites, rare finds and cherished familiars, from many countries and many centuries. "Some of these were taken into the classroom and the most successful stayed there." Rich, varied and substantial, they are charmingly arranged but not divided or labelled. Sensitive juxtapositions lend a special resonance to a moving sequence.

*A Flock of Words* was first published in 1969; this is the third impression and certainly not the last. Those who grew up with these poems will want to grow old with them.

Buccaneers is an exciting new series of readers designed to appeal to pupils aged between eight and fourteen years. All eight books have a reading age of 9 and will provide fascinating reading material, both for younger children moving on from a formal reading scheme, and for older reluctant readers who need more practice.

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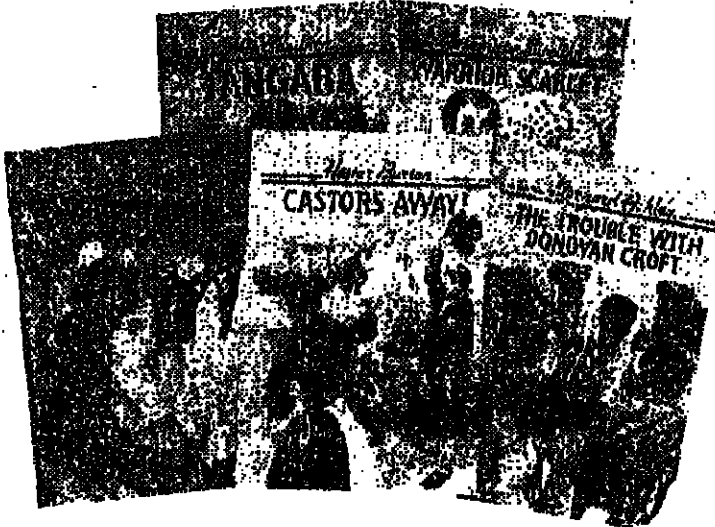
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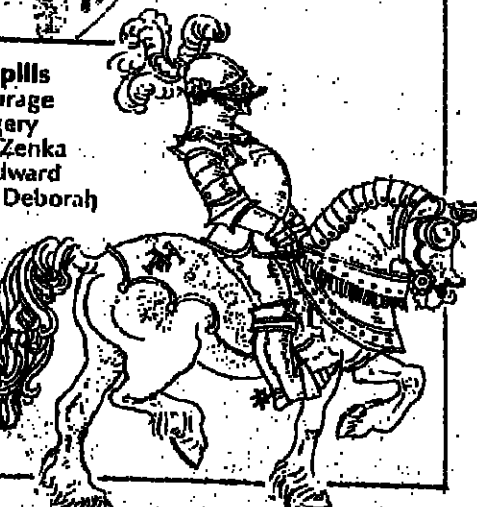
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## Digging for gold

The annual TES awards recognize quality in children's information books. Here Neil Philip examines the other British awards, most of which are for fiction, and notes their current holders

In the case of books, children can, and will, find the rubbish for themselves, and good luck to them. They need guidance to the good ones, however; so do we all, with over three thousand children's books now published every year. Do children's book awards help? Do they do their job of calling attention to and celebrating the outstanding, or are they simply a disposable adjunct to the self-congratulatory, cliché children's book world, useful only to publishers and those authors lucky enough to get on the awards merry-go-round?

Well, yes and no. No system is perfect, and any system which manages to avoid, over a period of three years, giving any panel of respect to Alan Garner's *Stone Book* quartet (Collins, Lions paperback), unmistakably the major achievement in recent children's literature, cannot claim to be so. Still, the *Stone Book* quartet can survive without such official recognition; the most important function, if not the purpose, of awards is to identify and bring to our attention work of high quality which might otherwise be overlooked.

Viewed in this light, last year's award-givers, apart from the play-style Carnegie committee, get high marks. The Guardian Junior Fiction Award (whose judges have, since the prize's institution in 1966, proved consistently imaginative) went to an unprepossessing-looking novel called *Conrad's War* (Blackie £3.25) by Andrew Davies. Cheaply produced, by an author better known for television scripts, *Conrad's War* might easily have slid into the duck backward and ahym of time with never a whimper; that it did not is a cause for rejoicing.

It is fast, funny, satirical, true to life and to children's interests, and one of the few truly modern children's novels, taking the narrative techniques of film and television into account and putting them to literary use. Davies employs a sophisticated modulation in his narrative voice, sometimes moving close to a sort of third-person stream-of-consciousness, sometimes adopting a more detached stance, sometimes breaking into straight-forward dialogue, but the book is never "difficult".

Its potentially moralistic plot (Conrad's appetite for war and killing is quenched when he finds himself slipping back in time and participating in the Second World War) never becomes so, because Davies never takes his time-slip mechanism more seriously than he has in: the Colditz Conrad visits is an hilarious parody of the TV series; the plane he flies is the same model as his airfix kit, and has the same disastrous faults of construction; Conrad is lumbered throughout with his indolent, incapable writer father.

The Other Award, given by the Children's Rights Workshop to three or four "non-biased" books of literary merit, was similarly useful, highlighting two extremely good books. One of these, Farukh Dhoondy's collection of stories *Come to Mecca* (Collins/Lions £2.95) which won the short story section of the Collins competition for books for multi-ethnic Britain, is not only a good book, but also an important one. Dhoondy is subtle, penetrating, witty; one of the few children's authors able adequately to reflect his subject matter without becoming didactic, or, simplistically, comic.

*Mecca* is part of the solution to the problems with which it is concerned. Roger Mills's *A Comprehensive Education*, published by the Hackney community bookshop and publisher Centerprise (£1.25), is naive in comparison, but it packs a powerful punch. Few "teenage" novels speak so directly to the schoolboy as Mills's, vivid and grimly humorous fragment of autobiography, which starts with his first day at an East London comprehensive in 1965 and ends with him confused and out of work 10 years later. It is told from the inside, and should be made widely available.

Unfortunately, the value of the award is diminished by the awarding panel's eagerness to make a number of recommendations rather than name one or two "winners". The other two books, which gained the award, Sue Waggstaff's *Two Victorian Families* (A & C Black, £1.95) and Dick Cate's *Old Dog, New Tricks* (Hamish Hamilton, £1.75), were of nothing like the same standard. *Two Victorian Families*, which compares the lives of the families of a rich businessman and a ploughman in 1884, was a good idea marred by manipulative art-work which jars with the matter-of-fact text; *Old Dog, New Tricks*, the story of a miner's response to redundancy, is neat rather than subtle, its lively dialogue offset by the plot's lack of credibility.

The main difficulty with the sort of judgments made by the Other

*The Machine Gunners* (Macmillan and Putnam) in 1975 and (Jan Mark) *Thunder and Lightning* (Kestrel) in 1976, the Carnegie award for "an outstanding children's book" is often accused, perhaps because of its cumbersome committee procedure, of favouring the safe, the conventional, the mediocre or the second-rate. Last year's winner, David Rees's *Exeter Blitz* (Hamish Hamilton, £3.50) is a case in point.

Librarians buy more hardback children's books than any other category, and presumably know the best. But do they really prefer *The Exeter Blitz* to *The Lion's Lair* (Collins, £3.25), *Lions 750* (Collins, £3.50), *Patricia Miles's* comic and original re-creation of the myth of Demeter and Persephone in contemporary Derbyshire, *The Gods of Winter* (Hamish Hamilton £3.75), *The Exeter Blitz*, tells a dramatic story of Hitler's bombardment of Exeter in May, 1942 without trivializing or melodramatizing history (though Rees does substantially alter it to suit his purposes), but it does nothing else. There is nothing beyond that. Everything is badly stated, and there is a space between the lines in which the child's imagination can work. It is not a bad book, but it is not a good one. In any way, it must have been a more interesting children's novel published in 1978.

Awards are proliferating. Last year saw the creation of two new ones: the Signal Poetry Prize, which was won by Ian Hughes (see also *The Moon Bells* (Chatto and Windus £1.95) and the book in



From "The Snowman".

Award judges, bringing extra literary considerations (is it sexist? is it racist? is it elitist? etc.) into their deliberations, is that they are so subject to time and fashion. When Eve Garnett's *The Family from One End Street* (Puffin 63p) won the Carnegie Medal in 1937 it seemed, and was, a brave attempt to make working class life respectable in children's fiction; now it seems somewhat patronizing, precisely because it tried to make the working classes "respectable".

*Old Dog, New Tricks* seems to me to be such a book, written from the outside, with more sympathy than empathy. The other prize winners were more predictable. The Whitbread Literary Award went to Philippa Pearce for her finely drawn and unsentimental *The Battle of Bubble* and *Square* (Andre Deutsch £2.50); the Library Association Kate Greenaway Medal for illustration went to *Illustrations for Librarians*, by Janet and Allen Ahlberg's original nursery-rhyme *Plum* (Kestrel £2.95), with Raymond Briggs's magnificent *The Snowman* (Hamish Hamilton £2.95), which by its eschewing words achieves, the expressive force of poetry, as a more than worthy runner-up; only the Carnegie itself, the most prestigious of all the fiction awards, is controversial.

Despite such interesting, and justified, choices as, Robert Westall's

Your Children Mother Goose Award, for the most exciting newcomer to British children's book illustration, which went to Michelle Carillide for her charming picture book about two mischievous mice on a long journey (Hainemann £2.40); the Arts Council, who entered the award giving list briefly in the late sixties, are to do so again this year with £7,500 award for the best children's book.

Perhaps the most useful of all the "awards" is the most unassuming: Elaine Moss's catalogues, careful though far from infallible; *Conrad's War*, among others, was missing from her 1978 catalogue choice of three hundred or so books for the annual National Book League "Children's Books of the Year" exhibition. These catalogues, this year's, co-edited for the first time with Barbara Sheraton-Smith, will be held at the NBL's new Wandsworth premises from July 23 to August 9, with their visits from authors and their relaxed atmosphere, probably do more to stimulate interest in quality children's books than many a more grandiose scheme.

It is easy to criticize, harder to do. No award-giving panel has an easy task, whatever their criteria, and it seems to me that the various children's book awards do have a function, and that they are fulfilling that function fairly well. *Conrad's War*, *Come to Mecca*, and *A Comprehensive Education* rescued from the dust-heap in one year is not a bad record.

## Forever umber

Roy Blatchford assesses the work of Judy Blume

Then Again, Maybe I Won't. Heinemann £3.20. 434 92880 1. It's Not The End Of The World. Heinemann £3.20. 434 92881 X. Tales Of A Fourth Grade Nothing. Bodley Head £2.50. 370 30171 4. Otherwise Known As Sheila The Great. Bodley Head £2.50. 370 30170 6. All by Judy Blume.

Matthew Arnold observed that literature is a criticism of life; for the average adolescent, life must too often appear a criticism of literature. Certainly Whitehead's survey in his Schools Council research project reported that 36 per cent of 14-year-olds had read a book during their previous month's leisure time. The search for the Self in the teenager is not thought to be found in books; peer group pressures, the demands of school, unlikely sources of happiness, the intensification of puberty and seemingly opposed value systems come together in a period of loving, hating, longing and self-pitying confusions.

As with all literature, that written for the teenager can offer confirmation of a lifestyle or fictional alternatives to one, but in many cases it is also supplying a stepping-stone between children's and adult fiction. Few publishers have been brave enough to shape a teenage fiction. Macmillan's Topliners, Bodley Head's New Adults imprint and Penguin's small Peacock range are the admirable exceptions. But their task of pinpointing the teenage audience is not an easy one. Observation in schools tells us that for girls the magazine worlds of Jackie and True Romances and the novels of Josephine Kamm, Denise Robbins, Anne Saunders and Mills and Boon are the essential pulp fiction, while war comics, fishing papers and science fiction satisfy boys.

So what will attract the teenage reader? Champion of the novel for young adults, Paul Zindel, has ably identified the successful formula. The book must be school oriented; the parents must have small roles; it must be told in the first person; the language must be "delicious"; it must have no underdog, and it must have honesty, romance, mischief, action and suspense; above all it should be short.

The novels of the American writer Judy Blume are an embodiment of Zindel's formula. "Your parents may not understand you, but Judy Blume does" runs the publicity campaign which has already sold over six million copies in the United States. British publishers have been sur-

prisingly slow to latch on, perhaps frightened off by the books' essentially Gullinverian flavour; the first was Gullinver with Forever, a candid treatment of sex and first love, and which many 15-year-old girls have adopted as a cult find.

Blume's fictional milieu has all the ingredients of a junior high Woody Allen scenario, the New Jersey "Hamptons set" complete with divorcees and analysts. In *Then Again, Maybe I Won't* (the title is enough to suggest it is about adolescent angst), Tony Miglione tells the story of his nouveau riche Italian family. He is 13 in seventh grade; he was once an East Side wop paper-boy but now has servants, swimming pools and must call his father "sir". He has guilt feelings about everything; his grandmother killed a Vietnamese man who was her housekeeper, his friend Joel's shoplifting from posh stores and his splendidly amusing telephone pranks. But above all he is worried about his erections in the classroom (he takes to carrying a long raincoat wherever he goes), his voyeurism at the nubile neighbour as she undresses each night in front of the window (he asks for a pair of binoculars for Christmas), his subsequent wet dreams and the stained sheets.

Tony's sexual hangups turn to convulsive stomach pains and the inevitable visit to Dr Fogel, the family headshrinker. One of Harper Lee's characters in *To Kill a Mockingbird* observes that you cannot understand someone until you climb inside their skin; Judy Blume's humorous, lightweight, plain-speaking narrative allows teenagers to do just that. It does not preach nor talk down, but presents common situations and an unproblematic evaluation of adolescent problems, fears and threats.

Karen, the 12-year-old narrator of *It's Not The End Of The World*, grades her days in a diary, and from the moment she hears of her parents' imminent divorce the days are 6 minus all the way. One set of friends is always at ballet, ice-skating or piano and her elder brother Jeff hides in his record collection. Karen turns to Val to share her anxieties and pines about bringing her mother and father together again. They discover *The Boys and Girls Book About Divorce* by reading the *New York Times* from cover to cover, explore Karen's traumas about being a middle child, and cope. Any teenage girl subject from interfering teachers to whispering boyfriends and shaving legs.

The characters in the remaining trio of books are younger and thus more likely to appeal to pre-teen-

agers, although girl friends, classroom bullies, interfering younger brothers and self-discovery remain the substance of the action. Ten-year-old Sheila Tubman goes on holiday in *Otherwise Known As Sheila The Great*, hates ghosts, dogs ("I'll get hives! I'll get awful, huge, giant hives!"), spiders and thunderstorms. She learns to swim, starts a camp newspaper and holds a slumber party, but above all discovers that friend Mouse Ellis is a lot of things she cannot.

*Tales of a Fourth Grade Nothing* is the funniest of Judy Blume's plans. Peter Hatcher (another first-person narrator) is in fourth grade, has a father who makes TV commercials and an impossible younger brother, Farley Drexel Hatcher—Fudge for short. They live opposite Central Park ("Give the muggers whatever they want and try not to get hit on the head," advises Mr. Hatcher) where a pollution turns the leaves a funny colour in the fall, and in a block where the elevator is manned by one Henry Bevelheimer. There are several brilliant set-pieces: a night-march to the moon where Fudge is thrown in the cinema and the hilarious denouement in which Fudge swallows Peter's pet turtle.

Judy Blume dedicates *Blubber*, the latest of her books to be published in this country (on January 28), to her own teenage children—experts on fifth grade, loose teeth, the Book of World Records, stamp collecting and school bus action—"which is a fair summary of the tale. Jill Blume's humorous, lightweight, plain-speaking narrative allows teenagers to do just that. It does not preach nor talk down, but presents common situations and an unproblematic evaluation of adolescent problems, fears and threats.

Karen, the 12-year-old narrator of *It's Not The End Of The World*, grades her days in a diary, and from the moment she hears of her parents' imminent divorce the days are 6 minus all the way. One set of friends is always at ballet, ice-skating or piano and her elder brother Jeff hides in his record collection. Karen turns to Val to share her anxieties and pines about bringing her mother and father together again. They discover *The Boys and Girls Book About Divorce* by reading the *New York Times* from cover to cover, explore Karen's traumas about being a middle child, and cope. Any teenage girl subject from interfering teachers to whispering boyfriends and shaving legs.

## Junior gangland

Gerald Haigh on novels for the primary age group

*Bagthorpes v. the World*. By Helen Creswell. Faber and Faber £4.50. 571 11446 6. *Daredevil or Scaredycats*. By Chris Powling. Abelard-Schuman £3.50. 200 72623 4. *More about the Gummy Gang*. By Pamela Oldfield. Blackie £3.50. 216 90823 X. *The Case of the Phantom Frog*. By E. W. Hildick. Hodder and Stoughton £2.95. 340 23824 0.

An awful lot of children's books are about groups of people doing things together—getting into scrapes; rescuing people; finding doubloons; catching East European spies. For any money, the writer who set the standard for group adventures was Arthur Ransome. I spend a lot of my time trying to get modern children interested in Ransome, and helping them to see the incredulity with which they receive a girl called "Titty".

Each of these books is about a group or a "gang". Helen Creswell's *Bagthorpes* is about a family—has not happened is not worth bothering about. Helen Creswell's *Daredevil or Scaredycats* is the complete "no compromise" children's author. How about "I suffered an irreversible brain trauma, and shall never be the

same again. I am either scholastic, or paranoiac, or both." Go then. Colour code that for reading age!

The wonderful thing is, of course, that it works. The pace of the happenings takes along those readers who do not understand all the words and lots of children, in any case, revel in the language. Helen Creswell does not write down, she writes up, at a very steep angle, and what a refreshing change it makes. There are many hilarious episodes, such as the one in which Mr. Bagthorpe tries to make beer, to the accompaniment of hens being chased round the kitchen by Zero the dog (named for Mr. Bagthorpe's opinion of him).

*Daredevil or Scaredycats* is a slightly unusual book in that the stories—about yet another gang of urban school children—have morals. Not that Powling says "the moral of this story is", but, all the same, the conclusions are there to be drawn. In one story, for example, one of the boys cruelly baits an ugly, subnormal lad called Eric—the kind of character who figures so often in street culture—and ends up being frightened himself. The teacher—who reads these stories aloud to his class—aged about eight to 12 will find a wealth of discussion in them. The children in the stories are very well observed.

The *Gummy Gang* is aimed at a slightly younger group, and the characters themselves are a sunnier and more escapist than are Chris Powling's. They, too, get into a series of scrapes—taking photographs at 50p a time, playing with mum's alarming machine, going on a sponsored walk. The book is well written, entertaining and reassuring in the way that books for younger children ought to be.

The speciality of E. W. Hildick's "gang" is that they solve mysteries not incidentally, like the wallwows and Amexons, but deliberately, advertising themselves out as "The McGurk Organisation, Private Investigations, Mysteries Solved, Persons Protected, Missing Persons Found".

The assignment in this book is to track down a mysterious croaking, associated with Mrs. Krav's young Hungarian visitor. Why can the young child not hear it? Is it a normal frog? Or is it, horror of horrors, a...? The book is well plotted, containing most of the ingredients of the classic murder mystery translated into a dimension more accessible and more acceptable to the young reader.

All four books are suitable for primary school children, with Pamela Oldfield's being angled, perhaps, to the lower age groups.

## CHATTO & WINDUS

Adam Munthe

### I Believe in Unicorns

Illustrated in full colour by Elizabeth Falconer  
 The enchanting tale of a special friendship between a boy and a unicorn, the magical quality of which is captured perfectly by the delightful full colour illustrations.  
 32pp £3.50 Ages 4-7

### Ursula Moray Williams

#### The Nine Lives of Island Mackenzie

Illustrated by Edward Ardizzone

The story is gripping, touching and matched in every detail by the artist's drawings. *Oxford Times*  
 128pp £3.50 Ages 6-10

### Gregory Maguire

#### The Lightning Time

'Gregory Maguire, whose first novel this is, has a witty and original imagination and writes beautifully.'  
*Daily Telegraph*  
 256pp £4.25 Ages 11-14

### Alison Morgan

#### Leaving Home

This Prize-winning author uses her remarkable storytelling powers to the full in the absorbing story of Paul, who escapes the Dawkes' orderly household with his pet goat, and returns to the cottage where he and his grandfather had lived so happily.  
 176pp £3.95 Ages 10-13

### D.J. Enright

#### Beyond Land's End

'Mr Enright at his dazzling best, abounding with that special bantering humour to which both children and adults are irresistibly drawn.'  
*Oxford Times*  
 144pp £3.50 Ages 10-13

### Dee Brown

#### Campfire Tales of the American Indian

Illustrated by Louis Mofalo

The author of the best-selling *Bury My Heart at Wounded Knee* honours the rich tradition of American Indian storytelling in this wide-ranging collection of tribal tales.  
 160pp £4.50 Ages 8-12

### David Henry Wilson

#### Getting Rich with Jeremy James

Illustrated by Patricia Drow

Further hilarious adventures of the inveterate troublemaker, Jeremy James, makes both parents and children laugh aloud! *Books For Your Children*  
 112pp £3.50 Ages 6-9

### Jay Williams

#### The Practical Princess

and Other Liberating Fairy Tales

Illustrated by Rick Schreier

The six heroines of these contemporary fairy tales prove that princesses too can be charming.

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 11-13, Church Lane  
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HUTTON  
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for May, 1982  
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of subject within 24  
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technical principles and  
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London Borough of  
EDUCATION COMMITTEE  
TAMWORTH MANOR  
SCHOOL

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**MERTON**  
London Borough of  
EDUCATION COMMISSION  
PELHAM HOUSE SCHOOL  
Southey Road  
Wimbledon, Surrey TW20 7EX

Headmaster: Mr. T. W.  
 Tel. 01-642 4538  
 Age Range: 12-18  
 Standing on Roll: 500  
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 A Scale 2 TEACHERS  
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 The Technical Staff  
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 Engineering are ex-  
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 "A" level are estab-  
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 A METALWORK  
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**Closing date: 1st Feb**

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**TEACHER OF WOODWORK**  
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LAWY at this County  
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Director of Educat  
Africa, Broadway, 1

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**ilea** If you are eligible and wish to apply for the course please write now for an application form and further details to the Education Officer, TSI DTIC, Room 70, The County Hall, London SE1 7PB or telephone 01-633 6218. Please apply by Friday 8 February.

**Liverpool** **Closing Date: 5th February 1980.**

Unless otherwise stated posts are available from January, 1968 and application forms together with further particulars are available from the Head of the School to whom they should be returned as soon as possible, unless a date is specified.















## SCOTTISH APPOINTMENTS

### INDEPENDENT continued

#### Physical Education

#### Heads of Department

**EDINBURGH**  
ST. DENIS AND CHANLEY  
SCHOOL  
(Independent Day and Boarding  
School for 10-18)  
Required for April, 1980:  
Physical Education, to be a charge of  
the school, special interest in  
Physical Education, and to be a  
member of the staff.

Applications should be sent to the  
Principal, St. Denis and Chanley  
School, 100, Leith Road, Edinburgh  
EH6 5JL.

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## Tayside Regional Council

### KINGSWAY TECHNICAL COLLEGE

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## PRINCIPAL

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Applications for this important post are invited from men and women of imagination and energy with wide teaching and other appropriate experience.

Further particulars and application forms may be obtained from the Director of Education, Floor 9, Tayside House, 28 Crofton Street, Dundee DD1 3NP, to whom forms should be returned by 4th February 1980.

### Fife Regional Council Education Committee

#### KIRKCALDY COLLEGE OF TECHNOLOGY

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## HEAD OF DEPARTMENT OF CATERING SERVICES

The vacancy arises from the retirement of the present Head of Department. The post offers the opportunity for a major involvement in the management and development of a growing department. The person appointed will be expected to have appropriate qualifications in the Catering or related fields, with extensive experience in industry and at senior level in teaching. Salary in accordance with the Scottish Teachers' Salaries Memorandum, 1978.

Fixed Point 6, £8,887  
Application forms (returnable by 16.1.80) and further details of the post from the Director of Education, Fife Regional Council, Wemysside, Kirkcaldy, (Tel. Kirkcaldy 92361), quoting Reference 1403/785.

JAMES M. DUNLOP,  
CHIEF EXECUTIVE OFFICER

## STRATHCLYDE REGIONAL COUNCIL

### AYR SUB-REGION

#### EDUCATION DEPARTMENT

## COMMUNITY EDUCATION WORKER

(2 POSTS)

KILMARNOCK AREA OF THE AYR DIVISION

Salary Scale, CEW, £4,776-£6,080

Applications are invited from suitably qualified persons for appointment as community education workers. The successful applicants will be members of the area field team with responsibility for the development of youth and community organisations, including the promotion of activities and provision of resources to meet the social, cultural and educational requirements within the area.

Candidates should hold the Diploma in Youth and Community Work. Further particulars about the post are available on application. Application forms may be obtained from the Assistant Director of Manpower Services, Regional Offices, Ayr, to whom completed forms, quoting ref. A16, should be returned by 1st February, 1980.

R. M. O. McCULLOCH,  
Director of Manpower Services.

## STRATHCLYDE REGIONAL COUNCIL

### RENFREW SUB-REGION

#### EDUCATION DEPARTMENT

## COMMUNITY EDUCATION WORKER (2 Posts)

1 POST—JOHNSTONE/LINWOOD AREA REF. R.346

1 POST—RENFREW/ERSKINE AREA REF. R.347

Salary Scale, C.E.W., £4,776-£6,080

Applicants must have Diploma in Youth and Community Studies. The main task will be to identify and develop resources, provide facilities and specialist educational interests suitable to the needs of the youth work, adult education and the needs of the handicapped and elderly.

Application forms may be obtained from the Assistant Director of Manpower Services, Regional Offices, Glasgow, to whom completed forms, quoting appropriate Ref. No. should be returned by 1st February 1980.

R. M. O. McCULLOCH, Director of Manpower Services.

## ORKNEY ISLANDS COUNCIL EDUCATION DEPARTMENT

### KIRKWALL GRAMMAR SCHOOL (Roll 850)

Applications are invited from teachers registered with the General Teaching Council for Scotland for the following posts:

## ENGLISH/GEOGRAPHY

### ENGLISH

Housing may be available

Application forms may be obtained from the Director of Education, Council Offices, Kirkwall, Orkney, and should be returned not later than 8th February 1980.

## Tayside Regional Council

### EDUCATION

## POSTS OF RESPONSIBILITY

PRIMARY  
(D) BLACKSHADE PRIMARY SCHOOL, DUNDEE—Asst. Head Teacher (early education) R.A. 1997.  
SECONDARY  
(D) MONIFIETH HIGH SCHOOL, DUNDEE—Asst. Principal Teacher of Art R.A. 1997.  
(D) PERTH HIGH SCHOOL—Principal Teacher of Art R.A. 1997.

Application forms and full details are obtainable, according to post, from the Director of Education, Fife Regional Council, Wemysside, Kirkcaldy, (Tel. Kirkcaldy 92361), quoting Reference 1403/785.

Application forms and full details are obtainable, according to post, from the Director of Education, Fife Regional Council, Wemysside, Kirkcaldy, (Tel. Kirkcaldy 92361), quoting Reference 1403/785.

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## City of Manchester Education Committee

### Fielden Park College of Further Education

Barlow Moor Road, West Didsbury

## Principal

(Group 5)

The post becomes vacant 1 September, 1980, on the retirement of the present principal.

Further details and application forms may be obtained from the Chief Education Officer, Continuing Education Branch (FE 236), Education Offices, Crown Square, Manchester M60 3BB. Tel. 061-228 2191 Ext. 7399. Closing date: February 1st, 1980.

## Vauxhall College of Building and Further Education

Belmore Street Wandsworth Road London SW8 2JY

Telephone: 01 828 4611

## Vice-Principal

Following the promotion of the present Vice-Principal to Principal of another London College, the post becomes vacant from 14 April 1980.

Applicants should have organisational and executive ability, experience in Further Education, and an appreciation of relevant management practices. Salary scale: £10,653 plus £474 Inner London Allowance and £6 per month supplement, subject to formal approval.

Application forms and further details may be obtained from the Senior Administrative Officer of the College (Ref. P.28). The closing date for the return of completed application forms is 1 February 1980.

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## Colleges of Further Education

### Heads of Department

#### HEREFORD AND Worcester

HEAD OF DEPARTMENT  
BUSINESS ADMINISTRATION  
AND ACCOUNTS

Applications are invited for the post of Head of Department for the Business Administration and Accounts Department. The successful applicant will be responsible for the management and development of the department. Salary scale: £10,653 plus £474 Inner London Allowance and £6 per month supplement, subject to formal approval.

Application forms and full details are obtainable, according to post, from the Director of Education, Fife Regional Council, Wemysside, Kirkcaldy, (Tel. Kirkcaldy 92361), quoting Reference 1403/785.

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Application forms and full





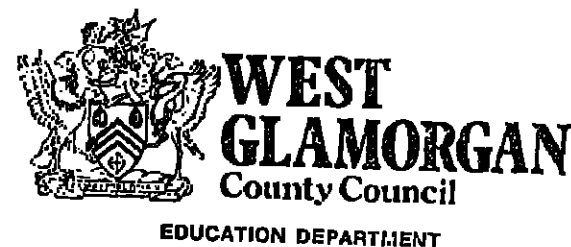






Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and application form to The British Council (Appointments), 85 Davies Street, London W1 2AA.





**WEST GLAMORGAN**  
County Council  
EDUCATION DEPARTMENT  
**CAREERS OFFICER**  
Based at Princess House, Princess Way, Swansea.  
REF: SVP/037/008  
The Careers Officer appointed will be responsible to the District Careers Officer for the full range of Careers Advisory work with pupils up to and including 5th year; assisting in the guidance and placing of young people who have left school and to make contact with local employers and further education establishments. Applicants should preferably hold the Diploma in Careers Guidance or be otherwise suitably qualified and experienced. SALARY: £4,644 to £5,087 per annum.  
For application forms, please apply to County Clerk, Central Personnel Unit, The Guildhall, Swansea enclosing a large stamped addressed envelope. Closing date for receipt of completed application forms 1st February 1980.  
ANY FORM OF CANVASSING WILL DISQUALIFY.  
PLEASE QUOTE APPROPRIATE REFERENCE NUMBER

**ilea** INNER LONDON EDUCATION AUTHORITY  
**Inspectors of Primary Education**  
(2 Posts)  
Salary Range: £10,799-£11,858  
(Inclusive of London weighting)  
Inspectors of Primary Education required to be members of the primary team, led by a Staff Inspector, with general responsibility for advising on the development of primary education in the ILEAs as a whole. The posts will require a special interest to be taken in the work of primary schools in one or more divisions.  
Candidates should have substantial experience of teaching in primary schools and have appropriate qualifications.  
Application forms and further details obtainable from the Education Officer (EO/Estab 1B), Room 367, County Hall, London SE1 7PB. (Kindly enclose a stamped addressed envelope).  
Completed forms to be returned not later than 1 February 1980.

**"The teacher has a vital role to play in the development of commerce, science and technology—this is both widely recognised and highly valued."**

If the English teacher is held in especial esteem there are good reasons for this. Although there are four official languages in Singapore, English is the language of administration, commerce, industry and the professions. It is also the major language of instruction at all levels of education and so the key to better career prospects. This has resulted in an increasing proportion of families sending their children to English speaking schools.

So the role of people recruited from overseas in helping to raise the standard of English is a vital one—hence the need for well qualified, experienced and committed teachers of proven ability, of which there is currently a shortage in Singapore. Recognising that a move of this kind will be a major decision, especially for married teachers with children, every effort has been made to make the contract terms as flexible as possible. The initial contract lasts for two years at the end of which the teacher can opt for a renewal contract of any length in multiples of two years, which in effect offers a long term career appointment if you decide to build a life in Singapore.

Within the confines of an advertisement we cannot do justice to all the advantages which these appointments can offer. Some, however, speak for themselves. You will find yourself working in a stimulating environment with students who exercise a high degree of self-discipline and have a driving ambition to do well—all of which is reflected in their attitude towards the teacher. They come from a society which is keen to succeed, hardworking and, very competitive.

Living in Singapore can be equally rewarding. It is Singapore's diversity which makes it so fascinating with its three distinct but interwoven life styles: reflected in the many facets of daily life—the architecture, the music, dance, art, dress, religious festivals and of course, the food.

Despite its high density population and extensive building programme it is still known as 'the garden city'.

**Ministry of Education, Republic of Singapore**

Greenery abounds everywhere—the outcome of extensive landscaping programmes. But many things will be very familiar—supermarkets, T.V. and a whole range of sporting activities. In short, every aspect, if one so wished.

But, if one wishes to take advantage of the countless attractions associated with living in so varied a multicultural society and which are the very spice of life in Singapore, then this can provide the newcomer with all the excitement that comes with discovering a new way of life.

The salary levels reflect the importance of the job to be done. Approximate salary ranges including personal, housing and child allowances where appropriate, are as follows:

Single person	£7,429-£13,974
Married couple	£8,195-£14,540
Married couple with two children	£11,515-£17,860

Senior teachers, minimum age 35, are required who have at least 10 years experience in the teaching of English Language and English Literature at 'O' and 'A' levels. Preference will be given to experienced teachers with Honours degrees in English; but other Honours graduates with 10 years' experience or more in teaching English Language and Literature at secondary school levels will also be considered. The appointments are from July, 1980, onwards.

Further details can be obtained from the Teacher Recruitment Unit, Singapore High Commission, 5 Chesham Street, London, S.W.1. Telephone 01-235 5376 or 01-235 9067. The first interviews are scheduled to be held in the United Kingdom from early March, 1980.

**REPUBLIC OF SINGAPORE**

**ADMINISTRATION**  
Local Education Authority continued

**CITY OF WAKEFIELD**  
EDUCATION DEPARTMENT  
CAREERS OFFICER  
AP 2/4-10/10/79

Applicants must hold the Certificate of Education (C.E.) or equivalent. The successful candidate will be responsible for the full range of Careers Advisory work with pupils up to and including 5th year; assisting in the guidance and placing of young people who have left school and to make contact with local employers and further education establishments. Applicants should preferably hold the Diploma in Careers Guidance or be otherwise suitably qualified and experienced. SALARY: £4,644 to £5,087 per annum.  
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PLEASE QUOTE APPROPRIATE REFERENCE NUMBER

**HOUSLOV**  
(London Borough of)

**EDUCATION DEPARTMENT**  
CAREERS OFFICER  
AP 2/4-10/10/79

Applicants must hold the Certificate of Education (C.E.) or equivalent. The successful candidate will be responsible for the full range of Careers Advisory work with pupils up to and including 5th year; assisting in the guidance and placing of young people who have left school and to make contact with local employers and further education establishments. Applicants should preferably hold the Diploma in Careers Guidance or be otherwise suitably qualified and experienced. SALARY: £4,644 to £5,087 per annum.  
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**STAFFORDSHIRE**  
EDUCATION DEPARTMENT

**CAREERS OFFICER**  
AP 2/4-10/10/79

Applicants must hold the Certificate of Education (C.E.) or equivalent. The successful candidate will be responsible for the full range of Careers Advisory work with pupils up to and including 5th year; assisting in the guidance and placing of young people who have left school and to make contact with local employers and further education establishments. Applicants should preferably hold the Diploma in Careers Guidance or be otherwise suitably qualified and experienced. SALARY: £4,644 to £5,087 per annum.  
For application forms, please apply to County Clerk, Central Personnel Unit, The Guildhall, Swansea enclosing a large stamped addressed envelope. Closing date for receipt of completed application forms 1st February 1980.  
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PLEASE QUOTE APPROPRIATE REFERENCE NUMBER

**ST. HELENS**  
EDUCATION DEPARTMENT

**CAREERS OFFICER**  
AP 2/4-10/10/79

Applicants must hold the Certificate of Education (C.E.) or equivalent. The successful candidate will be responsible for the full range of Careers Advisory work with pupils up to and including 5th year; assisting in the guidance and placing of young people who have left school and to make contact with local employers and further education establishments. Applicants should preferably hold the Diploma in Careers Guidance or be otherwise suitably qualified and experienced. SALARY: £4,644 to £5,087 per annum.  
For application forms, please apply to County Clerk, Central Personnel Unit, The Guildhall, Swansea enclosing a large stamped addressed envelope. Closing date for receipt of completed application forms 1st February 1980.  
ANY FORM OF CANVASSING WILL DISQUALIFY.  
PLEASE QUOTE APPROPRIATE REFERENCE NUMBER

**THE LINGUA FRANCA**  
SCHOOL OF ENGLISH

Applicants must hold the Certificate of Education (C.E.) or equivalent. The successful candidate will be responsible for the full range of Careers Advisory work with pupils up to and including 5th year; assisting in the guidance and placing of young people who have left school and to make contact with local employers and further education establishments. Applicants should preferably hold the Diploma in Careers Guidance or be otherwise suitably qualified and experienced. SALARY: £4,644 to £5,087 per annum.  
For application forms, please apply to County Clerk, Central Personnel Unit, The Guildhall, Swansea enclosing a large stamped addressed envelope. Closing date for receipt of completed application forms 1st February 1980.  
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**WALSLEY**  
EDUCATION DEPARTMENT

**CAREERS OFFICER**  
AP 2/4-10/10/79

Applicants must hold the Certificate of Education (C.E.) or equivalent. The successful candidate will be responsible for the full range of Careers Advisory work with pupils up to and including 5th year; assisting in the guidance and placing of young people who have left school and to make contact with local employers and further education establishments. Applicants should preferably hold the Diploma in Careers Guidance or be otherwise suitably qualified and experienced. SALARY: £4,644 to £5,087 per annum.  
For application forms, please apply to County Clerk, Central Personnel Unit, The Guildhall, Swansea enclosing a large stamped addressed envelope. Closing date for receipt of completed application forms 1st February 1980.  
ANY FORM OF CANVASSING WILL DISQUALIFY.  
PLEASE QUOTE APPROPRIATE REFERENCE NUMBER

**General**

**BARINGSTON SPORTS CENTRE**

**EDUCATION COMMITTEE**

Applicants must hold the Certificate of Education (C.E.) or equivalent. The successful candidate will be responsible for the full range of Careers Advisory work with pupils up to and including 5th year; assisting in the guidance and placing of young people who have left school and to make contact with local employers and further education establishments. Applicants should preferably hold the Diploma in Careers Guidance or be otherwise suitably qualified and experienced. SALARY: £4,644 to £5,087 per annum.  
For application forms, please apply to County Clerk, Central Personnel Unit, The Guildhall, Swansea enclosing a large stamped addressed envelope. Closing date for receipt of completed application forms 1st February 1980.  
ANY FORM OF CANVASSING WILL DISQUALIFY.  
PLEASE QUOTE APPROPRIATE REFERENCE NUMBER

**UNITED WORLD COLLEGE OF SOUTH EAST ASIA SINGAPORE**

The College offers a secondary education to 1,200 students, boys and girls, aged 11-19, of more than 40 nationalities. There are two main teaching staffs: one in the Middle School and one in the Senior School. The Middle School is a co-educational institution, while the Senior School is a boys' school. The College is a member of the International Baccalaureate (IB) organization. The IB program is a two-year program of study for students aged 16-19, leading to the IB Diploma. The program is designed to provide a broad, balanced education, with a focus on critical thinking, communication, and personal development. The IB program is recognized by universities around the world, and is a highly respected qualification. The College is a member of the International Baccalaureate (IB) organization. The IB program is a two-year program of study for students aged 16-19, leading to the IB Diploma. The program is designed to provide a broad, balanced education, with a focus on critical thinking, communication, and personal development. The IB program is recognized by universities around the world, and is a highly respected qualification.

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For application forms, please apply to County Clerk, Central Personnel Unit, The Guildhall, Swansea enclosing a large stamped addressed envelope. Closing date for receipt of completed application forms 1st February 1980.  
ANY FORM OF CANVASSING WILL DISQUALIFY.  
PLEASE QUOTE APPROPRIATE REFERENCE NUMBER

**RE-ADVERTISEMENT**

**EDUCATION COMMITTEE**

**Principal Adviser**

Applications are invited from suitably qualified persons for the above post. This is a new post for someone with teaching and administrative experience. Preference will be given to candidates who have held a senior level post. There is already a team of 14 Specialist Advisers working successfully and this team will be enlarged to 15 by the addition of an Adviser for Multi-Cultural Education. The work of the Advisers will develop along new lines and for this reason the Authority has decided to appoint a Principal Adviser who will co-ordinate and supervise them. The Principal Adviser will be responsible to the Director of Education. Attendance at evening meetings will be necessary. Salary in accordance with Herts/Hamp Head Teacher Group Elevation (£10,122 F10,875 plus £9 per month and London Allowance £474 per annum). Essential Car Allowance payable. The Council also offers generous relocation expenses. Application forms and further information from the Administration Manager, Room 708, Brent House, High Road, Hendon, Middlesex, returnable 1st February, 1980. Telephone 01-903 0371 (24-hour Answering Service). Reference number E/37/30.

**London Borough of BRENT**

**County School Meals Organiser**

Salary scale on the Southbury Principal Range: Points 23 to 25, £7,704 to £8,116. This post will be vacant from the end of February, 1980, on the retirement of the present holder. Resourceful and imaginative successor sought who must have appropriate professional qualifications and senior experience of large-scale catering, preferably in the School Meals Service, and who will have considerable scope to complete radical reorganization of the service, within greater freedom of operation proposed under current legislation. The County Organiser, based in Chichester, enjoys very full delegated responsibility and powers for the operation of the School Meals Service with the support of the Deputy and four Area Organisers based in the Area Education Offices. Closing date February 8, 1980. Application forms and further particulars from the Director of Education, County Hall, Chichester PO19 1RP, on receipt of a stamped addressed envelope.

**West Sussex County Council**

**THE TIMES EDUCATIONAL SUPPLEMENT 18.1.80**

**ilea** INNER LONDON EDUCATION AUTHORITY

**Inspector for Mathematics (District Rank)**

Salary Range: £12,578-£13,721  
(Including London weighting)

A vacancy exists for an Inspector of Mathematics of District Rank to be a member of a large team led by the Staff Inspector for Mathematics. This team is concerned with all aspects of maths in primary, secondary and special schools. The person appointed should have good academic qualifications, extensive teaching experience and a knowledge of recent developments in the subject.

Application forms and further details obtainable from the Education Officer (EO/Estab 1B), Room 367, County Hall, London SE1 7PB. (Please enclose a stamped addressed envelope).  
Completed forms to be returned by 1 February 1980.

**HALTON BOROUGH COUNCIL**

**CHIEF ENVIRONMENTAL OFFICER'S DEPARTMENT**

**POST NO. 119—PLAYLEADER**

Grade—Miscellaneous 8/8—£3,685-£4,413 p.a.

**A PLAYLEADER**

Is required for the Cunningham Road area of Widnes to supervise, guide and develop a children's play facility.

The successful applicant, who should have had relevant experience, should be a mature person capable of working with, involving and organising voluntary assistance in the running of the playground.

The leader will be appointed to the Chief Environmental Officer's Department and be responsible to the Head of Leisure and Amenity Services.

Application forms and job descriptions are available from the Head of Personnel and Management Services (Tel. 051 454 2061, Ext. 148) and should be returned no later than 31st January, 1980.

Chief Executive  
Municipal Building, Kingsway, Widnes, Cheshire.

**Lancashire County Council**

**EDUCATION COMMITTEE**

**ASSISTANT DISTRICT EDUCATION OFFICER**

**DISTRICT 10 (BLACKBURN)**

SALARY SCALE: P.O. 1 (8-10)—£7,125-£7,908 per annum

Applicants should preferably have substantial administrative experience in a responsible post in the Education Service and hold an appropriate qualification.

The Assistant District Education Officer will be required to assist the District Education Officer in the administration of the Education Service in the District and to deputise for him in his absence.

Application forms and further particulars obtainable from the Chief Education Officer, Education Department, County Hall, Preston, to whom they should be returned by 31st January, 1980, quoting reference A557/10/10.

A. J. Collier  
Chief Education Officer

**HAMPSHIRE**

**COUNTY ADVISER**

**FOR CRAFT, DESIGN AND TECHNOLOGY**

Salary £8,382-£9,126  
+ £72 per annum payment on account

Applications are invited from candidates with successful teaching experience and appropriate qualifications in Engineering and/or Technical Studies.

Application forms and further particulars, quoting Post No. CE.03.044, are obtainable from the Education Department, General Administration Section, The Castle, Winchester. Telephone Winchester 4411, Ext.: 509, returnable by 11th February, 1980.

**Cheshire**

**CAREERS OFFICER**

**Special Measures Team AP4/5 (Re-advertisement)**

Are you a trained, qualified Careers Officer? Are you interested in working with and for unemployed young people? If so, why not join the Cheshire Special Measures Team? The well-established Team is administered in County Hall but individual Careers Officers are based in one of the eight Districts of Cheshire. In this case, in Halton. The Team is committed to attempting to satisfy the individual needs of the young unemployed and we are looking for someone to join us to make a positive contribution to this as well as to a wide range of work with employers, local action groups and Government agencies.

Salary within the range £4,644 to £5,047. Casual car user allowance payable, together with removal and relocation expenses, where appropriate.

Application forms and further particulars obtainable from the Director of Education, Education Department, Cheshire County Council, County Hall, Chester CH1 1BB. Tel.: Chester 60226.

Closing date: 1st February.

**LONDON BOROUGH OF ENFIELD EDUCATION DEPARTMENT**

**SOUTHGATE TECHNICAL COLLEGE**

Principal: W A O Easton, MA  
Ceng. Filmed, FISA

**CAREERS OFFICER**

**AP2/4—HALTON**

**CHIEF ADMINISTRATIVE OFFICER and CLERK TO THE GOVERNING BODY**

Salary Scale (Including London Weighting)—PO Grade 1 (points 3-7), £7,017-£7,710

Further details and application forms may be obtained from the Principal, Southgate Technical College, High Street, Southgate, LONDON N14 6BS, on receipt of a fee which should be marked clearly with the job reference in which case no fee is necessary. Completed applications to be returned within 14 days of the appearance of this advertisement.

**STEVENAGE BOROUGH COUNCIL**

**MUSEUM EDUCATION OFFICER**

AP3/4 £4,200 p.a.-£5,187 p.a. incl.

Applications are invited from persons holding a teaching qualification preferably with some Museum experience or interest.

The postholder will be responsible for the organisation and running of the Museum Schools Service, Museum Club and other educational aspects of the Museum. The successful candidate will also be expected to take an active part in the general running of this lively Museum Service.

Application form and further details are available from the Personnel Officer, Stevenage Borough Council, Southgate House, Stevenage, Herts, SG1 1HN. (Tel: Stevenage 66133, ext. 208.)

Closing Date: 31 January, 1980.

**HERTFORDSHIRE COUNTY COUNCIL**

**PROFESSIONAL ASSISTANT**

Applications are invited for this appointment from graduates with good teaching experience. This post provides an excellent opportunity for a teacher to enter educational administration though experience in an education office would be an advantage. The work is varied, interesting and demanding. Previous holders of this post now occupy senior posts with this and other authorities. Car. allowance payable.

Southern Report Head Teacher Group 7 scale, £8,121 plus four increments to £9,865 (Inclusive).

Apply by letter (no forms) to County Education Officer (Ref. AFS/684), County Hall, Hertford (from whom further details may be obtained) with the names of two referees by Friday, 8th February, 1980.

**Education Department**

**Valence School, Westcliff-on-Sea, TN11 1ON**

**RESIDENTIAL CHILD CARE OFFICER**

£2,574-£3,565

at this boarding school for boys and girls aged 5-17 who have physical disabilities. As part of a team he/she will be concerned with the physical and social care and development of the young people and will work alongside teaching and medical staff. Care staff work alternate week-ends and some strenuous duties are expected for which overtime is paid. Normal school holidays.

Ability to drive an advantage. Accommodation available: emolument charge £548, £4.92 for sleeping in.

For further details write and name two referees to the Headmaster at the School, (BAE please).

**KENT COUNTY COUNCIL**

**CAREERS OFFICER**

**AP2/4—HALTON**

**District Careers Office—Education**

Are you a trained and qualified Careers Officer or are you completing your professional training? If so, why not join the Cheshire team? We are looking for a Careers Officer in the Halton district who will work with the whole ability range of pupils in schools, make a positive contribution to our work with employers and be involved with the ongoing work of young people who have left full-time education. Every opportunity to develop individual interests, within the County's overall strategy, will be given.

Salary within the range £2,566 to £3,567 per annum. Application forms and further particulars obtainable from the Director of Education, Cheshire County Council, Education Department, County Hall, Chester, CH1 1BB.

Closing date 1st February.

**CITY OF SHEFFIELD**

**Education Department**

**Careers Service, AUEW House, Furnival Gate, Sheffield 1**

**SENIOR CAREERS OFFICER (TEAM LEADER)**

Ref: 26,264-26,936

Applications are invited for this challenging appointment in the Careers Service.

Will be responsible for the effective leadership of a team of Careers Officers and supporting staff dealing with eight (11 to 18 year olds) comprehensive schools and a college of further education. In addition, the post involves making a contribution, as part of a Management Team, to the running of the service. Should hold graduate or comparable qualifications and also preferably a qualification in vocational guidance and have had experience, at a senior level, in the Careers Service.

Application forms and further particulars are available from the Chief Education Officer (Ref. ST/P/CW), Education Department, Leopold Street, Sheffield, S1 1RL, to whom they should be returned within 10 days of the appearance of this advertisement.

**EAST MIDLAND REGIONAL EXAMINATIONS BOARD**

**(Certificate of Secondary Education)**

**ASSISTANT SECRETARY**

PO1 (3-7) £6,627-£7,329

Applications are requested from suitably qualified and experienced persons for the post of Assistant Secretary to the Board. National Joint Council conditions of service apply. Further details and application forms which should be returned by 28 January, 1980, are available from THE SECRETARY, EAST MIDLAND REGIONAL EXAMINATIONS BOARD, ROBINS WOOD HOUSE, ROBINS WOOD ROAD, ASPLEY, NOTTINGHAM. Tel.: Nottingham 295367.

مكتبة الأوص







**MISCELLANEOUS**  
Appointments continued

**BARON CHILDREN'S**  
HOLIDAYS  
For a holiday in the heart of the English countryside, visit the Baron Children's Holiday Centre. The centre is situated in a beautiful area of the English countryside, and offers a wide range of activities for children of all ages. The centre is open from 10.00 am to 5.00 pm, and is open every day of the week. For more information, contact the Baron Children's Holiday Centre, 100, The Green, London, W1A 1AA. Tel: 01-234 5678.

**COURT AND CENTRE**  
The Court and Centre is a new and exciting development in the world of education. It is a place where children can learn and grow, and where teachers can share their knowledge and experience. The Court and Centre is open from 9.00 am to 5.00 pm, and is open every day of the week. For more information, contact the Court and Centre, 100, The Green, London, W1A 1AA. Tel: 01-234 5678.

**English as a Foreign Language**  
The English as a Foreign Language (EFL) course is a new and exciting development in the world of education. It is a place where children can learn and grow, and where teachers can share their knowledge and experience. The EFL course is open from 9.00 am to 5.00 pm, and is open every day of the week. For more information, contact the EFL course, 100, The Green, London, W1A 1AA. Tel: 01-234 5678.

**ANGLO WORLD**  
The Anglo World is a new and exciting development in the world of education. It is a place where children can learn and grow, and where teachers can share their knowledge and experience. The Anglo World is open from 9.00 am to 5.00 pm, and is open every day of the week. For more information, contact the Anglo World, 100, The Green, London, W1A 1AA. Tel: 01-234 5678.

**Appointments**  
The Appointments section is a new and exciting development in the world of education. It is a place where children can learn and grow, and where teachers can share their knowledge and experience. The Appointments section is open from 9.00 am to 5.00 pm, and is open every day of the week. For more information, contact the Appointments section, 100, The Green, London, W1A 1AA. Tel: 01-234 5678.

**Wanted**  
The Wanted section is a new and exciting development in the world of education. It is a place where children can learn and grow, and where teachers can share their knowledge and experience. The Wanted section is open from 9.00 am to 5.00 pm, and is open every day of the week. For more information, contact the Wanted section, 100, The Green, London, W1A 1AA. Tel: 01-234 5678.

**EDUCATIONAL COURSES**  
The Educational Courses section is a new and exciting development in the world of education. It is a place where children can learn and grow, and where teachers can share their knowledge and experience. The Educational Courses section is open from 9.00 am to 5.00 pm, and is open every day of the week. For more information, contact the Educational Courses section, 100, The Green, London, W1A 1AA. Tel: 01-234 5678.

**LEARN DISTRICT**  
The Learn District is a new and exciting development in the world of education. It is a place where children can learn and grow, and where teachers can share their knowledge and experience. The Learn District is open from 9.00 am to 5.00 pm, and is open every day of the week. For more information, contact the Learn District, 100, The Green, London, W1A 1AA. Tel: 01-234 5678.

**WINDERMERE**  
The Windermere is a new and exciting development in the world of education. It is a place where children can learn and grow, and where teachers can share their knowledge and experience. The Windermere is open from 9.00 am to 5.00 pm, and is open every day of the week. For more information, contact the Windermere, 100, The Green, London, W1A 1AA. Tel: 01-234 5678.

**TRAVEL**  
The Travel section is a new and exciting development in the world of education. It is a place where children can learn and grow, and where teachers can share their knowledge and experience. The Travel section is open from 9.00 am to 5.00 pm, and is open every day of the week. For more information, contact the Travel section, 100, The Green, London, W1A 1AA. Tel: 01-234 5678.

**MANCHESTER**  
The Manchester section is a new and exciting development in the world of education. It is a place where children can learn and grow, and where teachers can share their knowledge and experience. The Manchester section is open from 9.00 am to 5.00 pm, and is open every day of the week. For more information, contact the Manchester section, 100, The Green, London, W1A 1AA. Tel: 01-234 5678.

**THE LINGUA FRANCA**  
The Lingua Franca section is a new and exciting development in the world of education. It is a place where children can learn and grow, and where teachers can share their knowledge and experience. The Lingua Franca section is open from 9.00 am to 5.00 pm, and is open every day of the week. For more information, contact the Lingua Franca section, 100, The Green, London, W1A 1AA. Tel: 01-234 5678.

**GERMANY**  
The Germany section is a new and exciting development in the world of education. It is a place where children can learn and grow, and where teachers can share their knowledge and experience. The Germany section is open from 9.00 am to 5.00 pm, and is open every day of the week. For more information, contact the Germany section, 100, The Green, London, W1A 1AA. Tel: 01-234 5678.

**VERY**  
The Very section is a new and exciting development in the world of education. It is a place where children can learn and grow, and where teachers can share their knowledge and experience. The Very section is open from 9.00 am to 5.00 pm, and is open every day of the week. For more information, contact the Very section, 100, The Green, London, W1A 1AA. Tel: 01-234 5678.

**UNIQUE**  
The Unique section is a new and exciting development in the world of education. It is a place where children can learn and grow, and where teachers can share their knowledge and experience. The Unique section is open from 9.00 am to 5.00 pm, and is open every day of the week. For more information, contact the Unique section, 100, The Green, London, W1A 1AA. Tel: 01-234 5678.

**Outdoor Education**

**FIELD STUDY AND OUTDOOR PURSUITS**

**EDUCATION SERVICE**

Required as soon as possible.

**EXPERIENCED SUPPLY TEACHERS**

able to teach in First, Middle, and High Schools.

Salary is pro rata to Scale 1, London Weighting £474

Application forms available from the Chief Education Officer, Hatfield House, 79-81, Uxbridge Road, Ealing, W5 5SU, to be returned as soon as possible. (see)

**Blencathra Centre**  
Threlkeld, Keswick

Five self-catering hostels for groups, in a superb position on the slopes of Blencathra above Keswick—well-placed for either outdoor activities or field studies. Fully furnished and equipped they are suitable for parties from 12-30 in size, who would normally be self-programming. Advice and help with programmes available on site from Youth and Schools Officer.

The Centre also has a programme of Mountain walking and Mountain Leaders courses, organised by the Youth and Schools/Ranger Services of the Lake District National Park.

For further details contact: Blencathra Centre, Threlkeld, Keswick, Cumbria. Telephone Threlkeld (059683) 601 (24-hour answering service).

**English as a Foreign Language**

**ANGLO WORLD**  
EDUCATION LIMITED

Temporary TEACHERS for 1981-82. Anglo World Education Limited is a leading provider of English as a Foreign Language (EFL) courses. We are currently seeking experienced teachers to join our team. The courses are designed for students of all ages and levels, and are taught in a fun and interactive way. For more information, contact Anglo World Education Limited, 100, The Green, London, W1A 1AA. Tel: 01-234 5678.

**Appointments**

**Wanted**

**EDUCATIONAL COURSES**

**CASTLE HEAD FIELD CENTRE**

**LEARN DISTRICT**

**WINDERMERE**

**TRAVEL**

**MANCHESTER**

**THE LINGUA FRANCA**

**GERMANY**

**VERY**

**UNIQUE**

**INTERNATIONAL COMMUNITY SCHOOL**

**STIRLING**

**PERSONAL**

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**BOARDING SCHOOL**

**TEFL**

**THE SCOTTISH INSTITUTE OF EDUCATION**

**HOLIDAYS AND PERSONAL LEANS**

**JOBS HUNTING**

**MORTGAGES**

**ROMANTIC ADRIAN VALEN**

**LEICESTER UNIVERSITY**

**SCHOOL OF EDUCATION**

**MASTER OF EDUCATIONAL STUDIES**

**1980/1981**

The University of Leicester School of Education invites applications from qualified candidates for the post of Master of Educational Studies. The course is designed for students of all ages and levels, and is taught in a fun and interactive way. For more information, contact the University of Leicester School of Education, 100, The Green, London, W1A 1AA. Tel: 01-234 5678.

**AWARDS AND SCHOLARSHIPS**

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**THE TIMES EDUCATIONAL SUPPLEMENT 18.1.80**

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**Churchill College, Cambridge**

practical in-service courses for middle and comprehensive school teachers

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(for all responsibility holders)

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AUGUST 4-7

(for Tutors, Heads of Year, Heads of House, and Deputy Heads in charge of pastoral care)

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JULY 21-24

(for all who teach English)

All courses directed by Michael Martind CBE BA Head of North Westminster Area Community School

Further details from: Organization in Schools Courses, 22, Compton Terrace, London, N1 2UN.

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**SUSSEX**

Chelsea College of Aeronautical and Automobile Engineering

requires two full-time members of staff for a new department to be opened in May, 1980, to teach technical English to foreign students about to start engineering courses.

Applicants should preferably be graduates and must be qualified and/or experienced EFL Teachers. One candidate will be offered a post of responsibility.

Further details and application forms may be obtained from:-

**The Principal's Secretary**

Chelsea College of Aeronautical and Automobile Engineering

Shoreham Airport, Shoreham-by-Sea, Sussex BN4 5FJ

Telephone: Shoreham-by-Sea 62162

**Evans Brothers Limited**

require an

**ELT Overseas Representative**

Evans are looking for a representative to promote our expanding ELT list in Europe and Latin America. Duties will include close liaison with our editorial and marketing and publicity departments, contact with agents and distributors, staying exhibitions and seminars, and visiting ELT schools and institutions abroad. The successful candidate will be expected to travel about 5 months a year and will report to the ELT Division Manager.

We would require EFL qualifications and experience, however, experience in export sales is not essential. The candidate should also possess a good knowledge of Spanish.

Applications in writing should be sent to Ms Beatrix Casey, ELT Division Manager, Evans Brothers Limited, Montague House, Russell Square, London WC1B 5PL.

**LEICESTER UNIVERSITY**

**School of Education 1980/81**

The University of Leicester School of Education offers four separate and distinct full-time degree courses leading to the award of the M.A. (Education):

- (1) SOCIOLOGY OF EDUCATION AND MASS COMMUNICATIONS
- (2) HISTORY OF EDUCATION
- (3) PSYCHOLOGY OF EDUCATION
- (4) PHILOSOPHY OF EDUCATION

The School of Education, in conjunction with the University Centre for Mass Communication Research and the Department of the History of Science invites applications from suitably qualified candidates for each of these separate taught degrees. Each course is for one calendar year, beginning in October, 1980, and assessment is by written examination and dissertation.

Full details and application forms can be obtained from: Secretary to M.A. Studies Course, University of Leicester School of Education, 21 University Road, Leicester LE1 7RF.